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ABSTRACT

The report to Congress describes the activities of the National Center on Educational Media and Materials for the Handicapped (NCEMMH). Following an introductory section on the history of the center are sections which cover the following program components: the relationship of NCEMMH to Specialized Offices and Areal Learning Resource Centers; mission and scope of work of the National Center; leadership, staffing, and administration organization of the National Center; and federal support allocations. The bulk of the document reports on the scope, functions, personnel, current objectives and strategies, work accomplished, and future projections for the three major service areas: media, materials, and technology; information services; and coordination services. Included is a program summary, a glossary, and a listing of national advisory board members. (SBH)

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Report to Congress

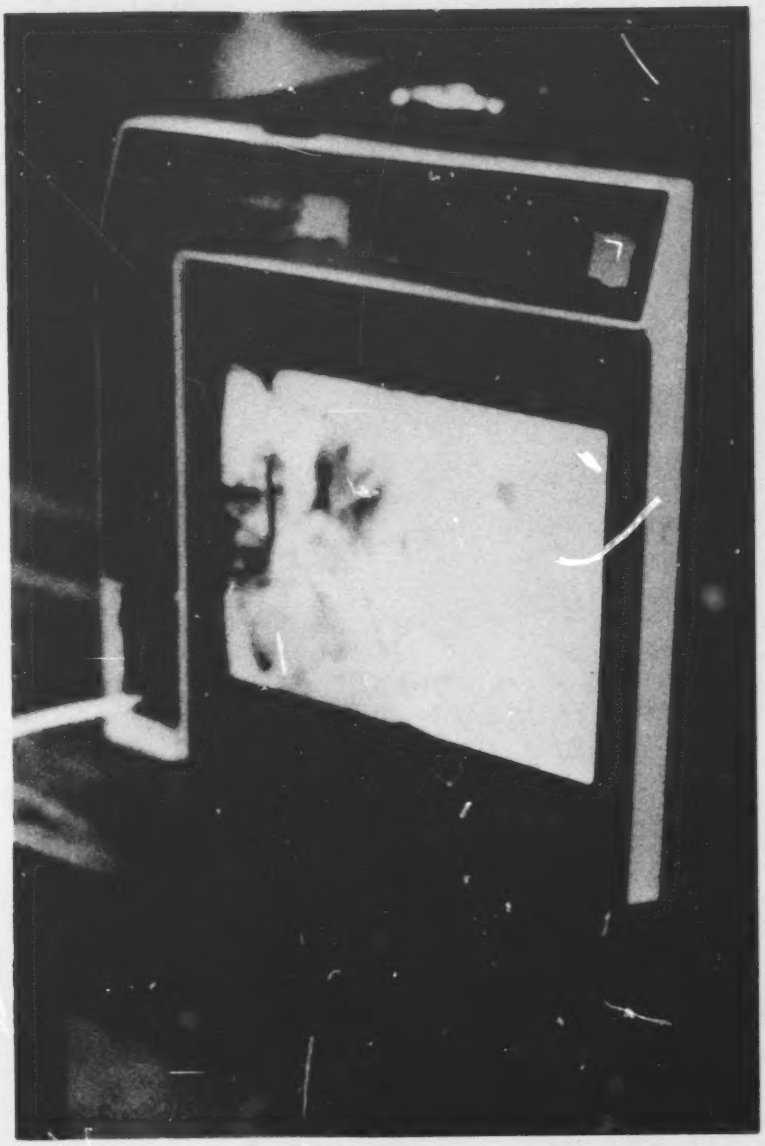
National Center on Educational Media and Materials for the Handicapped

at the Ohio State University

1977

EC104003

This handicapped child and her teacher are closer to



instructional materials
and educational technology

because of the multi-service

**National Center on Educational Media
and Materials for the Handicapped**

1977

Report to Congress

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the national center on educational media and materials for the handicapped

the ohio state university columbus, ohio 43210/(614)422-7596

1 August 1977

Honorable Thomas P. O'Neill
Speaker of the House of Representatives
Washington, D. C . 20515

Dear Mr. Speaker:

We who are involved in the day-to-day operation of the National Center take pleasure in presenting this report to Congress. We have seen the National Center develop a program of unique significance to the special education of children with handicaps.

The Center's program has been instrumental in making available specially developed but heretofore unmarketed materials; in promulgating evaluative criteria for appraising instructional materials; and in disseminating suggested guidelines for the equitable portrayal of the handicapped in instructional media. Because of the Center's Information Services, information is widely available on more than 35,000 selected instructional materials. Through four correlated national agencies, thirteen regional programs, and more than 1,200 local learning resource centers, instructional materials and learning resources are available to large numbers of children with handicaps.

This report to Congress describes the activities of the National Center that support and complement what is intended to be a full range of media, materials, and educational technology services for the handicapped. We hope that the members of Congress, employees of the federal government, and all those who are interested in the better education of children with handicaps will find this report helpful.

Sincerely,

S. C. Ashcroft

S. C. Ashcroft
Professor, Faculty for Exceptional Children
and Director, NCEMMH

mem

Funded by HEW

USOE Bureau of Education
for the Handicapped

Media Services and Captioned Films
Contract OEC-300-72-4478

THE OHIO STATE UNIVERSITY

1 August 1977

Honorable Thomas P. O'Neill
Speaker of the House of Representatives
Washington, D. C. 20515

Dear Mr. Speaker:

The Ohio State University has a continuing and long-standing interest in the education of the handicapped. This report to Congress concerns one facet of a broad program relevant to persons with handicaps, The National Center on Educational Media and Materials for the Handicapped. Our Faculty for Exceptional Children in the College of Education has been engaged in preparing leadership personnel, carrying out research in special education, and providing a variety of services for persons with handicaps, including the program of the National Center.

As this report indicates, during the past five years, through NCEMMH we have brought to reality the Congressional mandate to facilitate the use of new technology for the education of persons with handicaps. The report shows how in cooperation with other projects of the Bureau of Education for the Handicapped of the U.S. Office of Education we have made available a variety of specialized educational materials for the handicapped; we have explored new avenues for marketing such materials; and we have developed the only computerized information system of its kind, providing detailed information on more than 35,000 instructional materials specially selected for the education of blind, deaf, and otherwise handicapped children.

We are pleased to present this report and we look forward to other opportunities to serve the federal government in behalf of the nation's citizens with handicaps.

Sincerely,

Frederick R. Cyphert

Frederick R. Cyphert
Dean

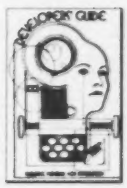
FRC:jvs

Enc.

Preface

The National Center on Educational Media and Materials for the Handicapped (NCEMMH), located at Ohio State University, is funded by the U.S. Office of Education, Bureau of Education for the Handicapped. This Report describes the multiple activities of the National Center from its founding in June, 1972, through August, 1977, when the present contracts ends.

In summary, the National Center improves the opportunities for handicapped children to receive the best possible education through the use of educational technology because it does the following things:



Helps developers of instructional materials to find noncommercial and/or commercial publishers, producers, and distributors so that the materials they have developed can reach the handicapped learners who will benefit from their use. **Such Media, Materials, and Technology services activities are described beginning on page 18.**

Provides educators with the first nationally coordinated data bank of information on instrucional materials for handicapped learners — an information system that can match the needs of learners with a wide variety of handicaps to any one or more of 35,000 listed instructional materials as appropriate. **The system is called NIMIS (National Instructional Materials Information System) and is described beginning on page 32.**

Coordinates certain educational support services available through a nationwide program involving seventeen other agencies that are also funded by the Bureau of Education for the Handicapped. **Coordination Services activities are described beginning on page 44.**

Publishes various directories, catalogs, guides, indexes, bibliographies, informational brochures, and similar materials that assist professional special educators throughout the United States. **See especially page 36 and following.**

Answers questions at the rate of more than two thousand a month, or refers those who inquire to the best source of the information they need. **See page 41.**

6A

This brief listing includes only the major responsibilities of the National Center. Others are explained throughout the report.

Because the National Center is divided into four areas —

MMT: Media, Materials, and Technology services
IS: Information Services
CS: Coordination Services
ACTS: Administration and Central Technical Services

each with separate and distinct but related responsibilities — parts of the report are organized in terms of that organizational structure. For the convenience of the reader, a glossary lists abbreviations used in the report and the full names for which they stand (see page 57.)

Services from NCEMMH are free; publications placed into distribution by NCEMMH are sold at modest prices.

Further information about any activities of the National Center is available from:

Information Services
NATIONAL CENTER ON EDUCATIONAL MEDIA
AND MATERIALS FOR THE HANDICAPPED
Ohio State University
Columbus, Ohio 43210
614-422-7596

6B

Introduction

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) was established through Congressional legislation to assist regional, state, and local educational agencies to meet the special education needs of children with handicaps. Working with a small staff and modest means, the National Center has become widely known for the instructional materials it makes available; for the information on media, materials, and educational technology it provides to teachers and parents of handicapped children; and for its facilitation of related efforts by other components of the Learning Resource Centers Program of the Bureau of Education for the Handicapped.

Materials ranging from *Eating with a Spoon to Real Life Math* have been disseminated. The National Center has responded to inquiries ranging from "send me everything you have on teaching the handicapped" to "please tell me what instructional materials and methods will help a socially withdrawn nine-year old Caucasian boy with perceptual motor learning disabilities and dyslexia. He seems bright enough but I haven't yet found the key to helping him learn to read at the first grade level." More than eight hundred local learning resource centers use NCEMMH products and services to help handicapped children and their parents and teachers. The National Center has helped state and regional agencies in efforts toward defining and developing what must become a full-services program at the local level if the Congressional mandate for the Education of *All* Handicapped Children expressed in Public Law 94-142 is to be fulfilled.

This report to Congress and to the American people attempts to tell in brief what the National Center does, why, and for whom. The report focuses on services to provide media for learning, instructional materials, and educational technology; services to provide information essential to the effective special education of children with handicaps; and services through which a national agency can facilitate the work of regional, state, and local agencies striving to achieve a fuller life for the nation's eight million handicapped children.

When it was established in 1972, the National Center joined such agencies as Gallaudet College, the American Printing House for the Blind, the National Technical Institute for the Deaf, and many others as an instrumentality of the federal government to facilitate more effective education of handicapped persons.

The American people through Congress have shown their concern about the education of the handicapped for more than a century. The National Center is one of the more recent expressions of this continuing and expanding concern, and as such has connecting links with other projects for the handicapped established in the past by Congress.

For example, an early and continuing representation of this congressional concern about educating the handicapped is Gallaudet College for the Deaf, which was established in 1864 and today provides a comprehensive educational program for children and youth who are deaf, including model elementary and secondary schools for the deaf. In establishing the National Center, Congress stipulated that it should serve the educational technology needs of Gallaudet's Model Secondary School for the Deaf (MSSD). Another example: Since 1879 the Congress has appropriated funds for educational materials for blind persons at the American Printing House for the Blind. The National Center works cooperatively with this agency to provide media, materials, and instructional technology for blind persons.

Continuously since these early developments, the American people and their Congress have expanded their concern to meet the needs of all handicapped persons, culminating in the landmark legislation, the Education of All Handicapped Children Act of 1975, P.L. 94-142. Authorization for the continuation of the National Center's program through National Centers is included in this legislation.

This report to Congress provides an opportunity to review the brief history of the National Center; to show its relationship to the larger, long-standing federal program of which it is a part; and to chronicle achievements in this sphere of activity in which the Congress has expressed continuing interest and concern for more than a century.

History

A brief chronology of the legislative landmarks that led to the creation of the National Center follows. In 1958, legislation was passed that later provided a framework for the establishment of NCEMMH. Public Law 85-905, passed on September 2, 1958, provided for a loan service of captioned films for the deaf within the Department of Health, Education, and Welfare. Distribution was to be handled through state schools for the deaf and other appropriate agencies left to the discretion of the Secretary of Health, Education, and Welfare. This law's primary objective was to provide an enriched educational and cultural experience for the deaf through the use of captioned films. The captioned films program was originally funded at $250,000 annually through 1969.

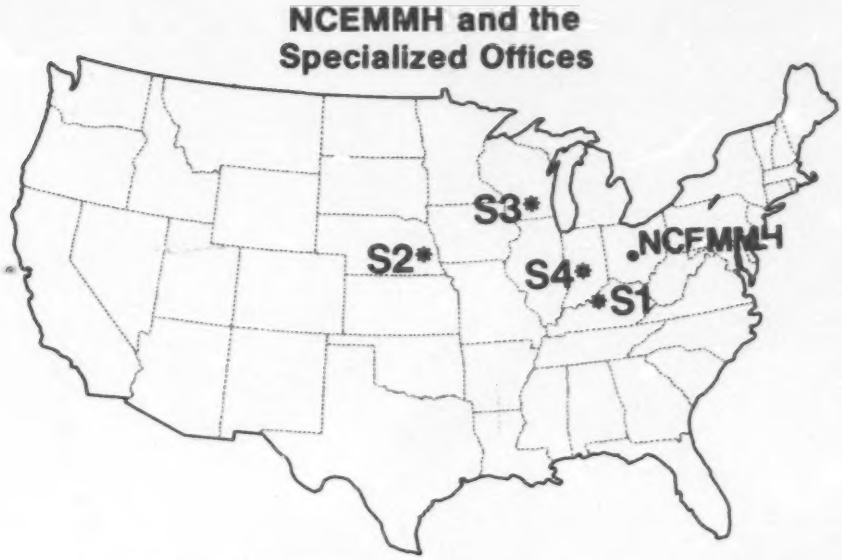
In 1969, after hearings in which it was stated that P.L. 85-905 was no longer fulfilling the needs of handicapped children, P.L. 85-905 was amended by Public Law 91-61. This act provided for the establishment and operation of a National Center on Educational Media and Materials for the Handicapped to "provide a comprehensive program of activities to facilitate the use of new educational technology in education programs for handicapped persons." The Secretary of Health, Education, and Welfare was authorized to enter into an agreement with an institution of higher learning for the establishment and construction of a National Center. The bill eventually became Title VI, Part F, Section 653 of P.L. 91-230, the 1969 extension of the Elementary and Secondary Education Act of 1965.

After the bill was passed into law, two planning projects were funded. The Bureau of Education for the Handicapped asked for planning reports and then proceeded to organize their criteria around the positions represented in these reports. The Bureau then issued Requests for Proposals, and the Ohio State University was awarded the contract; on June 1, 1972, NCEMMH was established at the University.

The conceptions of the National Center reflected in the initiating legislation, articulated in Congressional hearings, and envisioned in the two planning projects have been modified extensively. Functions included in the original concept were reallocated to other agencies such as Area Learning Resource Centers and Specialized Offices. The ALRC/SO/NCEMMH workscope and related annual contracts constrained the program to objectives rigorously defined by the Bureau of Education for the Handicapped. Whereas the authorizations for appropriations recommended in the law were $12.5 million for 1971, $15 million for 1972, and $20 million for 1973 and each fiscal year thereafter, NCEMMH approximate budgets have averaged about one million dollars a year, as shown in the table.

NCEMMH Budgets, FY 1973-FY 1977 (Approximate)

Year	Beginning Date	Ending Date	Fiscal Year	Amount
I	6/1/72	8/31/73	FY 1973	$ 340,000
II	9/1/73	8/31/74	FY 1974	1,042,583
III	9/1/74	8/31/75	FY 1975	1,087,347
IV	9/1/75	8/31/76	FY 1976	1,166,954
V	9/1/76	8/31/77	FY 1977	1,245,981
			Total	$4,882,865



The first three **Specialized Offices** have national responsibilities to develop or adapt child-use instructional materials to meet the identified needs of their respective service populations, and to determine what existing materials meet these identified needs and are useable with these students.

S1. The Specialized Office for the Visually Impaired is responsible for materials purported to have educational value for the visually impaired child.

S2. The Specialized Office for the Deaf and Hearing Impaired is responsible for materials purported to have educational value for the hearing impaired child.

S3. Specialized Office Three is responsible for materials purported to have educational value for the child whose handicap is other than visual or hearing impairment (including those with multiple handicaps).

The fourth Specialized Office is responsible for distribution of materials:

S4. The Specialized Office for Materials Distribution operates a basic circulating collection of materials as a back-up service for state and local materials centers, including many materials listed in NIMIS, and also has the prime responsibility for operating the depositories of captioned educational films for the deaf.

The ALRC/ SO/NCEMMH Program

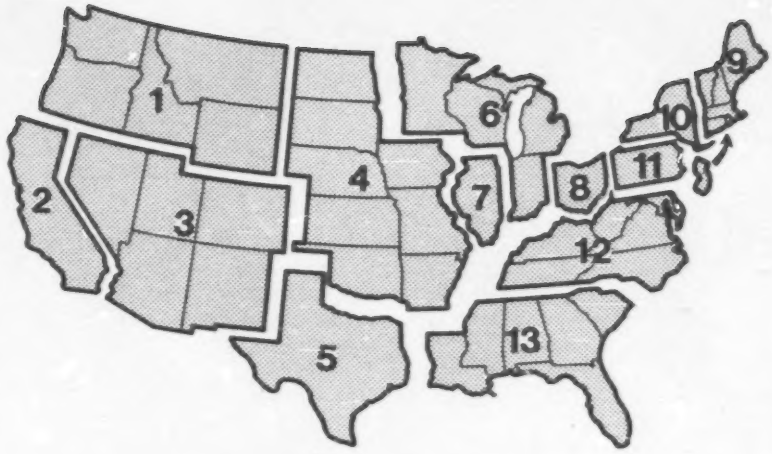
How NCEMMH Relates to Other Special Education Agencies

Before getting down to the specifics of the NCEMMH program, it is important to understand that the National Center functions as a member agency of a group of program components having complementary, articulated, and interrelated work assignments carefully designed to be orchestrated into a comprehensive program of media and materials support services for the special education of handicapped children. This program, restructured in 1974 by the Learning Resource Branch of the Bureau of Education for the Handicapped, had been initiated in 1966 and developed through the intervening eight years as the Special Education Instructional Materials Centers (SEIMC) Network. Now known as the ALRC/ SO/NCEMMH program, it includes thirteen Area Learning Resource Centers (ARLCs) serving the United States and territories in regions designated in terms of population density; four Specialized Offices (SO's) with national roles and responsibilities; and the National Center.

To put the National Center's program in appropriate perspective, a brief description of this interrelated program follows.

Any resident of the United States or its territories may use the services of the program. Because many questions about learning materials for the handicapped can be answered locally, any person needing general information or assistance is first encouraged to contact his or her local learning resource center. As mentioned previously, the program serves as a support system to help local centers supplement their own resources.

To assist the thirteen ALRCs and four SO's in providing high quality media and materials services to their clients, staff at NCEMMH, upon request, supply technical assistance to ALRCs, SO's, and the ALRC/SO/ NCEMMH Standing and Steering Committees. For example, staff of the National Center provide a central resource for the retrieval of information concerning instructional materials for handicapped learners by operating the National Instructional Materials Information System (NIMIS); assist with planning for the distribution of instructional media and materials for handicapped learners; and assist the ALRC program in meeting the requirements of P.L. 94-142. On occasion, similar technical assistance is also available to state and local personnel.



The thirteen **Area Learning Resource Centers** assist states in developing an intrastate capacity to provide educational services for the handicapped learner supported by instructional materials, media, and educational technology. The ALRCs also provide services as a supplement to or substitute for state and local supply of service where available services are not adequate to meet needs, and attempt to help pre- and in-service education facilities increase the competence of teachers and parents in the selection and use of instructional materials. (See list of states, page 47).

Materials Can Help Handicapped Learners

A media specialist at NCEMMH explains a "parent take-home" booklet that is part of an instructional material demonstrating how young mutiply handicapped children can be taught the self-help skill of getting dressed. Background shelves hold NCEMMH films, audio cassettes, mixed media kits, and accompanying printed material distributed for NCEMMH by the National Audiovisual Center.

Data Entry Personnel Enter Abstracts into NIMIS

The 35,000 abstracts in the NIMIS system were "typed" on four computer terminals like these. The abstracts appear on the screen for instant checking. An average of three abstracts an hour can be entered by each operator. If each abstract stored in NIMIS were printed on a single sheet of paper, the resulting stack would be more than eleven feet high.

Mission of the National Center

Given the context of the ALRC/SO/NCEMMH program, it is easier to explain the mission and scope of work of the National Center.

The original legislation for the National Center is broad and discretionary. The provisions called for a comprehensive program of activities to facilitate the use of new educational technology in educational programs for the handicapped. According to the original legislation and the first Request for Proposals, the National Center was originally expected to address its activities to the following specific areas:

1. The development of a work plan which specifies the activities of NCEMMH and of the Area Learning Resource Centers, and which provides for the coordination of these activities and ensures a comprehensive delivery of media services.

2. The development of educational media. This includes (a) arranging for the marketing and distribution of field-produced instructional materials; (b) producing professional quality reproductions of tested prototype materials; and (c) designing and developing instructional materials for handicapped children including research, consultation about, and writing, mockup development, field testing, revision, and validation of such products.

3. The training of persons in the use of media and educational technology for the education of the handicapped. This includes (a) facilitating growth of the Bureau's instructional technology assistance program through symposia and institutes, and (b) serving as a gather-

ing point, depository, and clearinghouse for original materials and media useful to the field.

4. Dissemination of information. (This refers to the distribution, for information or demonstration purposes, of printed material, films, video products, computer tapes, and other telecommunications media of interest to professionals and paraprofessionals.)

5. Development of a delivery system. (This refers to the devising and developing of procedures for assuring availability of instructional materials to teachers and handicapped students, a depository function that was later transferred elsewhere.)

According to the original Request for Proposals, the National Center was to serve the following organizations: the Special Education Instructional Materials Centers/Regional Materials Centers (SEIMC/RMC) Network; two model schools at Gallaudet College, the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School; state departments of education; state media and materials centers; the Bureau of Education for the Handicapped; and public and private schools and other organizations, either voluntary or government-related, which deal with education of the handicapped of all ages and with all handicapping conditions.

These organizations were to be served through a series of processes, including: (1) the development of inservice training workshops; (2) the setting up of agreements with publishers and manufacturers; (3) the development of training packages for teacher educators, teachers, developers, and producers of educational materials and media for the handicapped; and (4) the establishment of a computer-based information system giving information about materials, sources of materials, training packages for materials, and resource persons to help in utilization of the materials.

The request for proposals through which the original contract was awarded in 1972 further indicated that

> NCEMMH will provide a setting where educators of the handicapped and instructional technologists will create, develop, and validate new instructional tools and techniques as an integral part of the instructional technology activities of the Bureau of Education for the Handicapped. The law provides for the eventual construction of an identifiable building to be known as the National Center on Media and Materials for the Handicapped. An annual operational budget will be funded with due regard to the scope and nature of the work to be accomplished by the NCEMMH.

Scope of Work Authorized

The specific work *authorized* for the National Center by the Bureau of Education for the Handicapped has evolved from program year to program year, so that some aspects of the mission just outlined have gradually changed. The original Request for Proposals for the National Center called for the coordination of media development among components of the former network of Special Education Instructional Materials Centers, Regional Media Centers, and the model schools for the deaf. However, by September of 1974, the four Specialized Offices and thirteen Area Learning Resource Centers had replaced this network; certain functions previously assigned to the National Center had been allocated to the Specialized Offices; and a new workscope delineating new responsibilities of each component of the ALRC/SO/NCEMMH program had been developed. In this continuously changing context, the Center's program remained dynamic, responding to evolutionary changes in the overall program.

The Center's first contract year (June 1, 1972, to August 31, 1973) was agreed, by contract, to be a planning year. The second and third years, intended to be fully operational years, found the National Center responding to the new nationwide reorganization, new workscope, and a new division of labor, along with the seventeen other contractors in the program. In June, 1974, a site visit team sent to the National Center by the Bureau of Education for the Handicapped included the following among its recommendations: "Special attention must be paid to the relationships with the new network — particularly the [Specialized Offices]. The ALRC/NCEMMH Workscope is unrealistic in the way it divides work between [NCEMMH and the Specialized Offices]. A better understanding of how these relate needs to be worked out." As this quotation suggests, the new program and new relationships required changed perspectives concerning the respective roles of the various components of the program. (The period from September, 1974, to August, 1977, brought about a marked change in this situation. There emerged a well-articulated and effectively integrated program of learning resource services.)

During the third year, the scope of work was gradually clarified, the National Center reorganized itself internally according to new management-by-objective practice, and procedures were implemented to adapt earlier plans and to build on previous and current planning. For example, NCEMMH began placing a limited number of instructional materials into noncommercial channels of distribution and put into operation an interim information re-

trieval system until NIMIS could become fully operational, meanwhile building the data base of NIMIS abstract entries and preparing to install pilot terminals to get ready for full implementation.

During the fourth year (FY 1976 — September 1, 1975 to August 31, 1976), most of the present activities of the Center were in full swing. Additional emphasis could be placed on providing technical assistance to potential recipients such as developers, producers, and distributors of instructional materials; to the Area Learning Resource Centers and Specialized Offices; and to other research and service agencies. In addition, administrative linkage with the University was reviewed, modified, and strengthened, to enable the Center to make wider use of the many resources of the University.

During the present fifth year (FY 1977 — September 1, 1976, to August 31, 1977), the basic responsibilities assigned to the National Center changed little, although there was new emphasis on certain activities (with increased proportions of resources allocated to Media, Materials, and Technology services and to Information Services, and corresponding reductions in resources allocated to administration and coordination). The goals for the year were to be:

Place more instructional materials into commercial channels of distribution, in addition to using the noncommercial channels largely used heretofore.

Provide more and better technical assistance to developers, producers, and distributors of media, materials, and educational technology for the handicapped.

Explore the possibility of increased activities in the marketing of instructional media, materials, and educational technology in terms of an NCEMMH role to complement that of the recently planned marketing component of the Bureau of Education for the Handicapped.

Expand the capabilities and capacity of NIMIS to enable the National Center to respond to more inquiries concerning not only child-use instructional media, materials, and educational technology but also professional media training information and materials.

Further diversify and expand the NIMIS data base, in combination with placement of a limited number of terminals throughout the United States.

Expand training activities in the effective use of NIMIS and NIMIS-generated products for Area Learning Resource Centers, Specialized Offices, and other personnel.

Plan training activities to foster the development of effective media, materials, and technology services at the local level as well as at the state and regional levels.

Provide technical assistance in connection with the various phases of the National Needs Assessment to be completed during the 1977 program year, and in connection with the unfolding developments associated with implementation of the Education for All Handicapped Children Act of 1975, Public Law 94-142.

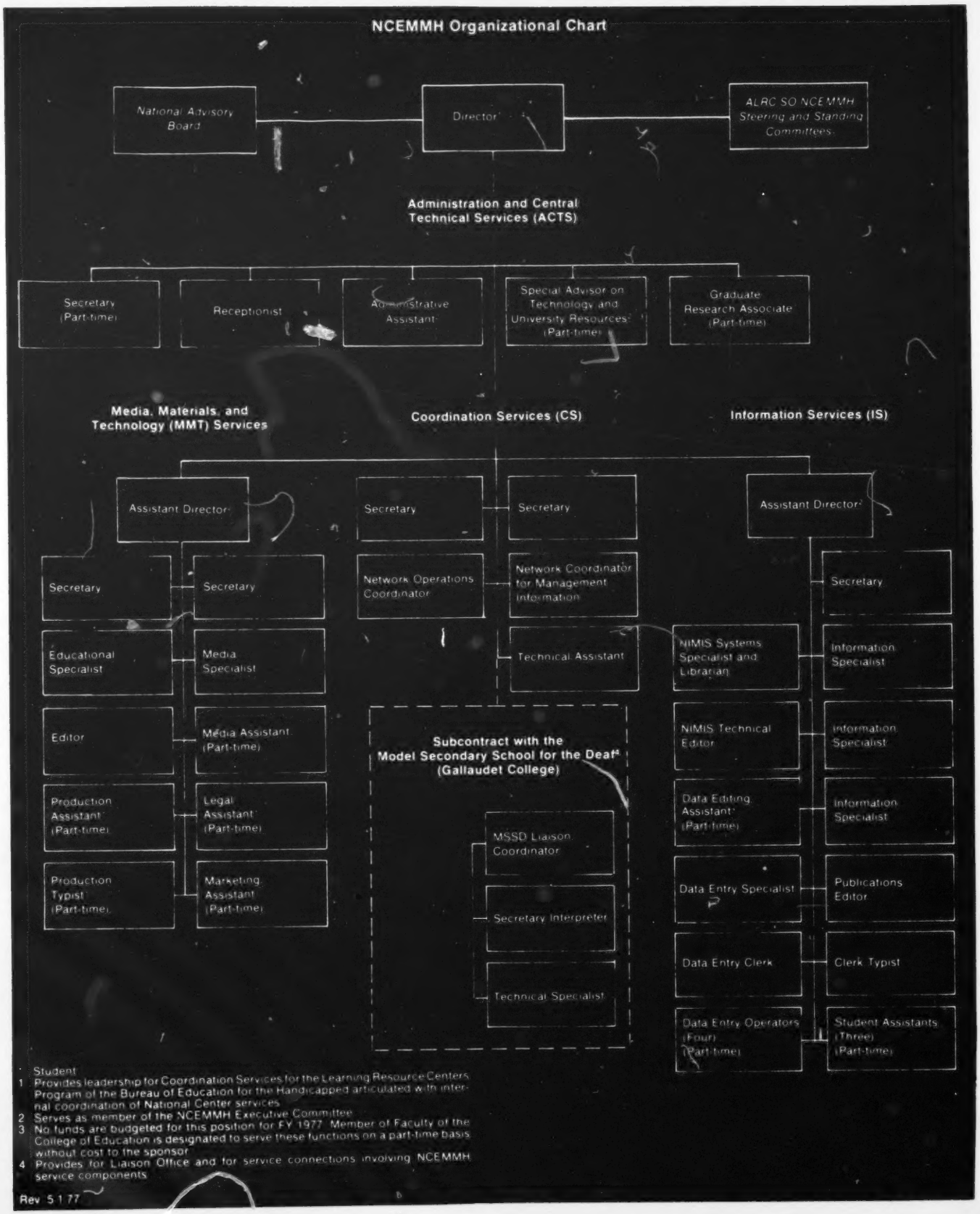
NIMIS Training Workshops Teach ALRC Staff How to Search NIMIS

Children in every state are now benefitting from NIMIS searches conducted by ARLC staff members who took training workshops like this one held at NCEMMH. The NIMIS system, the first national system of its kind, contains information concerning 35,000 nonprint and print instructional materials for handicapped children. NIMIS enables educators in all parts of the United States to locate materials matched to the needs of children with a wide variety of handicapping conditions.

Center Organization and Administration

The current leadership, staffing, and administrative organization of the National Center were put in place at the beginning of the Center's third year of operation. The organization chart shows the organization, positions, and functions currently operating. This small staff, having well-defined roles and functions, and with a program clearly delineated in management-by-objective terms, provides for the day-to-day operations of the Center. The productivity of the National Centers far exceeds usual expectations of a small staff. This productivity is a tribute to and a function of the National Center's ability to locate and to utilize a broad array of persons who are uniquely qualified to serve the handicapped. This is accomplished by supplementing the permanent full-time staff with consultants whose compensation is arranged on a subcontract or a per diem basis. In addition to such consultants from all parts of the United States, the National Center also has access to the talents of professional staff from the host institution, Ohio State University, particularly from its College of Education, and from the metropolitan environs of the Center, located in a state capital with immediate access to the state education agency and other special education agencies. National library automation and retrieval expertise is also immediately available from Columbus-based agencies such as Battelle Memorial Institute, Chemical Abstracts Service, and the Ohio College Library center.

Significant program success during the interval September 1, 1974, through August 31, 1977, has been facilitated by the Center organization as interrelated service components which are responsive to the Center mission, yet are autonomous to the extent necessary to maintain effective monitoring and control functions: Administration and Central Technical Services (ACTS); Media, Materials, and Technology services (MMT); Information Services (IS); and Coordination Services (CS). The five basic functions outlined on page 10 are pursued through the last three service areas, supported by ACTS.



Student

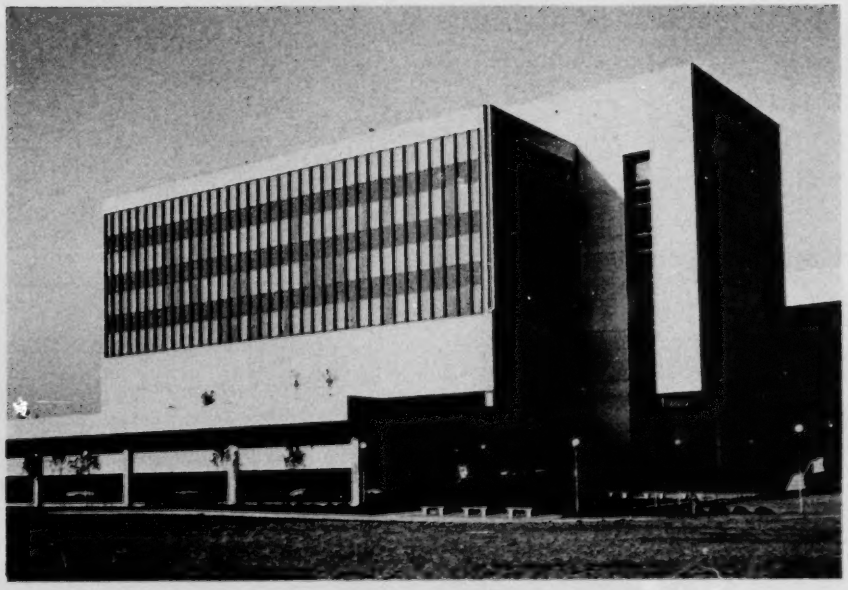
1 Provides leadership for Coordination Services for the Learning Resource Centers Program of the Bureau of Education for the Handicapped articulated with internal coordination of National Center services.

2 Serves as member of the NCEMMH Executive Committee.

3 No funds are budgeted for this position for FY 1977. Member of Faculty of the College of Education is designated to serve these functions on a part-time basis without cost to the sponsor.

4 Provides for Liaison Office and for service connections involving NCEMMH service components.

Rev. 5.1.77



Work of the National Center Goes on Here

The offices of the National Center on Educational Media and Materials for the Handicapped, at The Ohio State University, are located on the fifth floor of this building.

Actual Federal Support Allocations

Between June 1, 1972, and August 31, 1977 the federal government provided $4,882,865 in support of the National Center. For these dollars, the sponsor has received (1) work specified under the enabling Request for Proposals (RFP), (2) work requested by the Learning Resources Branch of the Bureau of Education for the Handicapped in addition to that explicit under the RFP and (3) support of work subcontracted to competent experts who provide direct service to the Bureau; (4) in addition, as specified in the legislation, the National Center maintains a Liaison Office at the Model Secondary School for the Deaf at Gallaudet College as a subcontract.

The (average) nearly one million dollars authorized annually supports activities proposed by Ohio State University, formally approved by the Bureau, and documented in regular reports from the National Center. In addition, the Bureau has asked the National Center to complete other tasks, for which the Bureau has provided other funding. The budget table displays the proportions of the annual budget allocated to each service area. (The table begins with Fiscal Year 1975 because service areas did not exist prior to that.) During the past three years, there has been a decided shift to minimize coordination and administrative functions to release additional funds for basic program efforts in Media, Materials and Technology and Information Services.

The remainder of this report is devoted to the development and accomplishments of the three major service areas of the National Center.

Proportional Allocations of Annual Budget*

Service Area	FY 1975 Percent	FY 1975 Amount	FY 1976 Percent	FY 1976 Amount	FY 1977 Percent	FY 1977 Amount
Media, Materials, and Technology (MMT)	*24*	—	*20*	—	*31*	—
Information Services (IS)	*21*	—	*34*	—	*31*	—
Coordination Services (CS)	*35*	—	*28*	—	*22*	—
Administration and subcontracts	*20*	—	*18*	—	*16*	—
Total	*100*	$1,087,347	*100*	$1,166,954	*100*	$1,245,981

* Direct three-year comparability is not possible. FY 1975 allocations have been adjusted to match subsequent organizational structure. FY 1975 "total" used for comparison purposes only; exact FY 1975 budget amounts obtainable from The Ohio State University Research Foundation.

Media, Materials, and

Scope, Functions, Personnel

Placing needed instructional materials, suitable for use by handicapped learners, into national distribution is a prime mission of the National Center. The Media, Materials, and Technology Services component of the National Center was set up in 1974 to provide the required services to enter instructional materials into distribution.

Originally, the Center was also responsible for developing such materials as well as distributing them. Due to programmatic changes initiated by the Bureau of Education for the Handicapped in 1974, the responsibility of developing instructional materials was removed from NCEMMH and contracted separately. The National Center subsequently altered its procedures to accommodate the change in its functions in two ways. First, MMT developed technical assistance services for instructional materials developers to help them identify marketing and distribution considerations early in the development process in order to assure increased distribution feasibility of their material. Second, MMT expanded its distribution capabilities to include commercial distribution as well as noncommercial distribution of instructional materials.

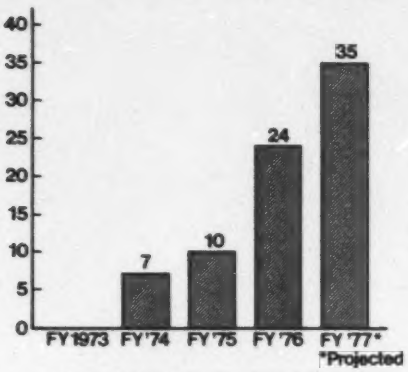
Since 1972, the National Center has provided media and materials technical assistance services to the Model Secondary School for the Deaf (MSSD). Although Coordination Services is responsible for coordinating and maintaining a Liaison Office at MSSD, MMT is responsible for providing direct media and materials technical assistance services to MSSD. A series of service

Technology (MMT)

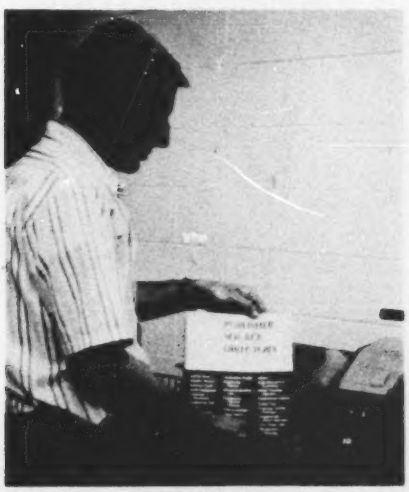
agreements between MSSD and the National Center specifies the types of service required and appropriate outcomes. Primary services provided by MMT include materials reviews, assistance in dealing with legal considerations, consultant assistance, and distribution of MSSD materials.

MMT is under the direct supervision of the assistant director for Media, Materials, and Technology Services, who articulates the MMT service functions with the Center director. For FY 1977, MMT is organized internally as shown in the chart. The assistant director is responsible for the administration and management of all MMT functions and provides the major initiation and refinement of the marketing and distribution procedures. The media specialist coordinates all instructional materials entry procedures and is responsible for the technical review and technical preparation of mediated materials for distribution. The education specialist coordinates and conducts all reviews, analyzing and synthesizing review data. The editor is responsible for manuscript preparation, editorial quality, and coordination of publication activities for print reproduction and advertising publicity for instructional materials made available for distribution. The editor works with a consultant as needed to accomplish and maintain the coordination of the production schedule. The production typist and production assistant are undergraduate students who assist the editor and media specialist. The media assistant, marketing assistant, and legal assistant help with marketing and distribution in conjunction with the MMT assistant director. Secretarial work is accomplished by the secretarial staff. All MMT professional personnel provide technical assistance services as appropriate to their areas of expertise.

NCEMMH Instructional Materials in Distribution*



* Distributed by National Audiovisual Center, Ohio State University Press, and commercial publishers.



Warehouse Supervisor Ships NCEMMH Books

When an educator orders an NCEMMH book from the Ohio State University Press, staff of the press handle all phases of distribution, from bookkeeping to warehousing to shipping. Orders are routinely filled within ten days of receipt. This noncommercial distribution channel helps the National Center keep prices low.

Current Objectives and Strategies

MMT has evolved to its present level of effectiveness by establishing and refining objectives and procedures to accomplish its technical assistance, distribution, and marketing functions. FY 1977 activity is being carried out under six major objectives and fourteen strategies, outlined below.

Objective 1.

Select fifteen to twenty instructional materials for distribution.

This objective accommodates the necessary procedures in choosing from among the hundreds of potential materials submitted to the National Center each year, to ensure that exemplary materials get placed in distribution. Supporting strategies are:

- — Intake materials and select those that warrant thorough review.
- — Review materials.
- — Develop distribution plans.
- — Enter residual materials into archival storage at the Specialized Office for Materials Distribution, where they can be retrieved if needed by educators.

Objective 2.

Prepare fifteen to twenty selected instructional materials for entry and enter them into distribution.

This objective relates to the entry of materials into both commercial and noncommercial distribution channels. Supporting strategies are:

- — Edit the materials which passed the thorough review-and-selection process.

— Prepare materials for production.
— Communicate to enter products into distribution.
— Capitalize the reproduction of noncommercial distribution items (arrange to have the materials sold on a cost recovery basis).

Objective 3.

Provide technical assistance and consultation on product distribution planning.

This objective accommodates the provision of technical assistance and consultation face-to-face, through correspondence, and through telephone communication. Supporting strategies are:

— Provide technical consultation and assistance to developers in developing distribution plans.
— Conduct specialized searches for competitive products.

Objective 4.

Provide market information to developers and distributors.

This objective is intended to provide market information useful to NCEMMH staff and to both commercial and noncommercial instructional materials developers and distributors. Supporting strategies are:

— Assemble an information base on market information.
— Disseminate market information to product developers and distributors.

Objective 5.

Identify product training needs to ALRCs.

This objective accommodates the need to identify products distributed by NCEMMH that require in-service training so that Area Learning Resource Centers can provide such training. The supporting strategy is:

— Disseminate such information to the ALRC.

Objective 6.

Facilitate acquisitions of materials that match the NIMIS data base for the collection at the Specialized Office for Materials Distribution.

This objective accommodates the need to establish an inventory of NIMIS-matched materials with minimum to no cost to the federal government. The supporting strategy is:

— Conduct acquisition plan.

Work Accomplished

Implementation of these objectives and strategies has established an effective level of services. During Fiscal Years 1974 through 1977, major accomplishments were executed in technical assistance, distribution, and marketing, as outlined below under those three headings.

Technical Assistance Activities

More than ten thousand copies of a booklet entitled *Standard Criteria for the Selection and Evaluation of Instructional Material* have been distributed throughout the United States. The criteria, compiled under the coordination of MMT staff and published by NCEMMH, are being implemented by major school systems and used for preservice instruction.

Developers' Guide: Preparing Materials for Distribution was prepared by MMT staff and published by NCEMMH. The guide provides a synthesis of technical assistance information for materials developers, particularly addressing the marketing and distribution considerations that must be made early in the development process to assure distribution feasibility. By request, complimentary copies of the guide were sent to all project officers of the National Institute for Education and of the Bureau of Education for the Handicapped as a resource manual.

Guidelines for the Representation of Exceptional Persons in Educational Material, published by the National Center, was distributed to more than two thousand publishers and producers and to a thousand agencies and organizations serving persons with exceptionalities. The guidelines were the result of the efforts of the Consortium for the Appropriate Representation of Exceptional Persons in Educational Material, whose activities were coordinated by MMT staff in cooperation with the Council for Exceptional Children (CEC) and other organizations. The guidelines were released at the 1977 national CEC convention. As the result of news releases from NCEMMH and CEC, the newspapers, wire services, and broadcast stations had the opportunity to report on the development and availability of the guidelines nationally.

Distribution Activities

From FY 1973 to FY 1977 more than seven hundred potential instructional materials were received at the National Center for consideration. Many of them could not be accepted for consideration by the Center because they were outside the scope of the Center's mission. Consequently, figures in this section represent only materials *considered* by the Center, not everything submitted.

— More than 426 prototype instructional materials were considered and screened by MMT staff.
— More than 272 of these instructional materials were thoroughly reviewed.

27 NCEMMH Materials for Noncommercial Distribution, Showing Their 81 Component Parts

(Projected to August 31, 1977)

Title	Books or Pamphlets	Films	Filmstrips	Film Cartridges (Super 8mm)	Audio Cassettes	Slide Sets	Sets of Transparencies	Other
In distribution (N= 24):								
America's Journey into Space	2			3				
America's Journey to the Moon	2	1						
Cerebral Palsy . . . , Vols. 1-3	3							
Cerebral Palsy . . . , Vol. 4	1							
Coping with Menstruation	1				4	1	1[c]	
Dialogue (three parts):								
Finders Keepers	1[b]	1						
Milk Money	1[b]	1						
What Should Kathy Do?	1[b]	5						
Eating with a Spoon	1							
HI-FI	1				1		1[a]	1 video tape
Infant Appraisal	1[c]	1						
Language Arts Transparencies for Teaching Hearing Impaired Children	1						1	
Motion				3				
Parent-Child Communication	1						1	
Patchwork	1		1		1			
Speech Improvement for the Trainable Retarded	2							
Teaching Sight Words Using the Kinesthetic Method	1		1		1			
Turn Off the Sound	1							
Up the Dressing Ladder	2							1 video cassette
What Happens When You Steal	1				1	1		
Working World	1						1[a]	
Workshop: Creating Instructional Materials for Handicapped Learners	1		2		3			
Scheduled for release, not yet in distribution (N=3):								
Cerebral Palsy . . . , Vol. 5	1							
A Curriculum Guide for the Instruction of Reading with the Optacon	2		4	3	7			
N=27 titles Total	33	9	8	6	16	2	5	

[a] Transparency master sets.
[b] Fifteen copies of each.
[c] Published elsewhere; distributed with film by permission.

23 NCEMMH Materials for Commercial Distribution, Showing Their 281 Component Parts

(Projected to August 31, 1977)

Title	Books or Pamphlets	Films	Film-strips	Film Cartridges (Super 8mm)	Audio Cassettes	Slide Sets	Sets of Trans-parencies	Other
Now in commercial distribution (N=3):								
Name Writing	1							Stencils, tracing guides, etc.
Real-life Math	2				10			Spirit masters; posters; student consumables such as checkbooks, etc.
Telling Time	2							Plastic clock face and hands; numeral blocks; time-telling bingo cards. Components can be purchased separately.
*Out on bid for possible commercial distribution (N=14):**								
Borrowing Trouble	1	1						
Chemical Technology— Part 1: Vocational Exploration Package	6			42	42			Realia (student kit of chemicals and equipment, from beepers to bottles, 51 items); 100 copies of student booklet; kit fills four suitcases.
Part 2: Readiness Curriculum Package	1			19	19			
Clothing Construction	9							
Getting Along with Roommates	1	1						
How to Make Black and White Filmstrips	2		1		1			
How to Make Overhead Transparencies	2		1		1			
Locked Out	1	1				2	1	Set of 16 flashcards.
Mud Pies and Media	1							
Parental Skills	49				15	15		
Sex Education	1							
Sue and Jo	1	1				3	1	Set of 24 flashcards.
Toilet Training	1							
Too Many Friends	1	1					1	Set of 64 flashcards.
Where's My Dog Gone	1	1				3	1	Set of 64 flashcards.
Scheduled to be offered through RFP:								
Handbook for Facilitators of Staff Training	1							
Kiddy Key	1							Packets of forms such as progress charts.
Reports of Special Studies Institutes	1							
Special Education Administrative Training Program	2							
Structured Tasks for English Practice, Part 1	4							
A Study of Child Variance	5							
N=23 titles Total	97	6	2	61	88	23	4	

*This report goes to press before the deadline for awarding licenses to commercial distributors for these items.

— Approximately 27 were returned to the developer with recommendations for possible revision.
— More than 100 prototype instructional materials were analyzed and entered into archival storage at the Specialized Office for Materials for Distribution.
— Thirty-five materials were placed into distribution.

Although the total number of products is listed as 35 materials, this represents numerous component parts, as shown in the tables, and represents a significant amount of effort not immediately apparent from the "total" of 35.

Two channels for distributing noncommercial NCEMMH materials are in use, as arranged by MMT staff, The Ohio State University Press for printed materials and the National Audiovisual Center for multimedia materials. In addition, a complete Request for Proposal procedure has been implemented for the commercial distribution of instructional materials.

All instructional materials made available for distribution by NCEMMH have been publicized nationally:

— More than 20,000 material specific announcements were disseminated by direct mail.
— Announcements about every MMT material appeared in *Apropos,* the NCEMMH newsletter, and were distributed in several issues to a cumulative readership in excess of 300,000.
— Advertisements were purchased in 1977 issues of the follow-

Approximate Sales of NCEMMH Instructional Materials (Noncommercial Distribution, FY 1975-FY 1977)

	Copies Sold	Sales Volume
Ohio State University Press	4,500	$19,000
National Audiovisual Center	900	56,000
Total	5,400	$75,000

NCEMMH Instructional Materials According to Intended Audience*

Category	Number of Materials
Hearing impaired	18
Educable mentally retarded	7
Profound and trainable mentally retarded	2
Cerebral palsied	6
Professionals concerned with media training	3
Parents (to use with their handicapped children)	3
Physically handicapped	1
Total	40

* Including accepted materials not yet in distribution.

Less Than 10 Percent of Materials Considered Meet Basic Quality Standards

If a clock face shows "20" after, will it help a mentally handicapped child learn to tell time? MMT staff at the National Center examine an item in a kit submitted by another federally funded agency. After review, this particular kit was placed in commercial distribution by NCEMMH, to benefit the widest possible number of handicapped learners throughout the United States. Wall chart lists other materials in various stages of review. Common reasons for rejecting a material include: so expensive to produce that schools could not afford to buy it, not adequately validated through field testing, does not meet its stated objectives, has unsatisfactory format, is inaccurate or incomplete, and/or is not needed because similar materials are already on the mark[illegible]

NCEMMH Continues Hunt for New Materials for Teaching Handicapped Learners

Wanted: child-use and media training materials. NCEMMH invites and welcomes inquiries from agencies, projects, or individuals who are trying to find out how to get their newly developed instructional materials published or produced. In the past, many materials developed locally that deserve wider use have been available only to a narrow local audience. NCEMMH wants such materials that are suitable for replication to be made more widely available so that many more learners can benefit from them.

Are you aware of any individually developed or project-developed materials of this sort? If they have the potential to be replicated and distributed to other classrooms for the handicapped, will you share your information about them with NCEMMH? Two kinds of materials qualify:

Child-use materials: mediated materials such as audiovisual materials or games and related workbooks or teachers' manuals used directly with the handicapped learner; and

Media training materials: mediated materials to increase the competency of an instructor in the *use of* child-use instructional media and materials.

How to submit for consideration. Do *not* send the material itself. Instead, write a detailed description using the following outline form:

(1) instructional objectives;
(2) major subject area and skill;
(3) handicap group(s) for which it is appropriate;
(4) interest level;
(5) instructional level;
(6) media format;
(7) instructional setting (e.g., with an individual, with a small or large group, with or without teacher assistance);
(8) stage of development (idea, draft, prototype, or field tested).

Materials available from commercial distributors do not qualify. Send the description to MMT Search Committee, National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio 43210. Please allow several weeks for acknowledgment.

Help spread the word. If you have something that fits this description, write to NCEMMH; or if you know of someone else who has something, share this information with them. This notice was designed so that it can be cut out and posted on a bulletin board.

Winter, 1977 / Apropos

ing national magazines: *Teaching Exceptional Children, Learning, Instructor,* and *TV Guide* (Chicago area only).
— Announcements accepted by various periodicals, resulting from news releases sent by NCEMMH, resulted in free publicity reaching more than five million potential readers.
— All materials were exhibited at the 1977 CEC national convention attended by more than 13,000 special educators.

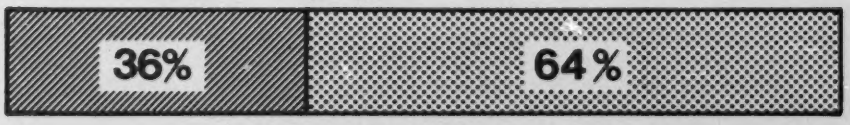
More than thirty-five materials were placed into national distribution, commercially and noncommercially, between FY 1974 and FY 1977, as shown in the table listing the intended audience.

Figures on noncommercial distribution sales for FY 1975-FY 1977 show that at least 5,400 educators are using special education materials as a direct result of their being placed into distribution by NCEMMH. Some materials have been translated or adapted and are in use in foreign countries.

Marketing Activities

Much of the marketing information obtained by MMT staff is used for internal purposes. For example, such information can help decide whether a material under consideration is worth accepting. (Is there anything like it on the market already? What's different about this? Is it feasible to market it?) In addition, some marketing information has been shared with developers of special educational materials who need technical assistance.
— Hundreds of marketing-related inquiries were answered by MMT staff.
— Market-related information was collected and assessed.
— Marketing information files were developed.
— Special education market information reports were prepared.
— The *Developers' Guide: Preparing Materials for Distribution* was written and published, and an audiovisual orientation kit on the guide was sent to ALRCs to help meet their materials training needs.
— The previously mentioned *Guidelines for the Representation of Exceptional Persons in Educational Material* was published.

Nature of Screening and Review of 426 Materials Considered
(As of May 1, 1977)


Internal Review: Screened Only by NCEMMH Staff (154)
External Review: Also Reviewed by Nationally Chosen Experts (272)
36%
64%

Disposition of 426 Materials Considered
(As of May 1, 1977)

Projections for the Future

The current functions of the National Center to inform commercial and noncommercial developers about needed materials and to enter tested materials into distribution could be expanded as follows.

1. Cooperate with regional, state, and local resource centers to make available specific materials that can be integrated into a prescribed educational program.

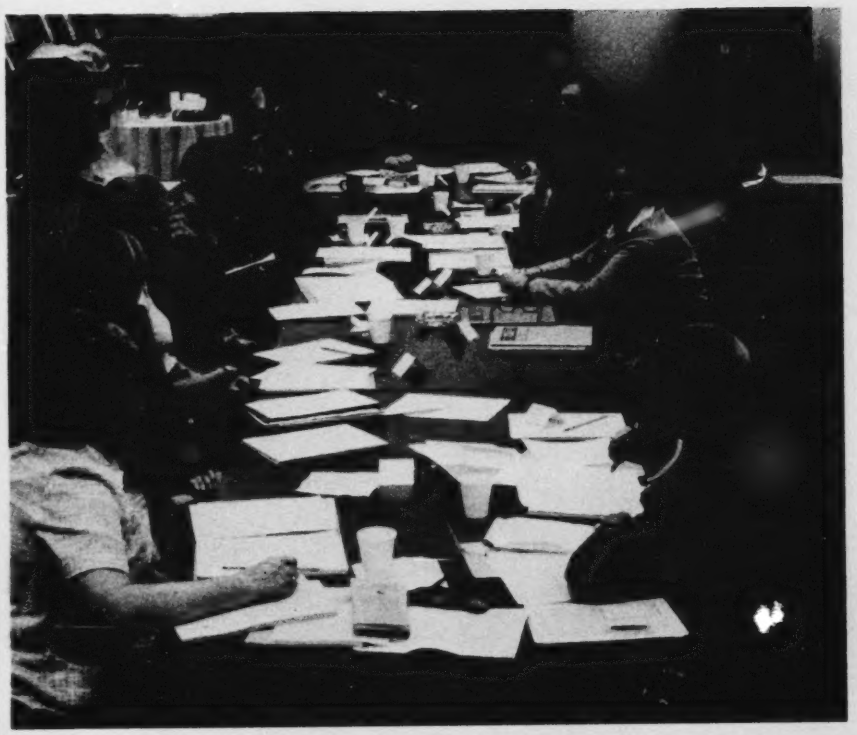
Instructional materials are always used in the context of an instructional setting, either formal or informal. The workscope of the BEH-funded Regional Resource Centers provides for the writing of short- and long-term educational prescriptions. The opportunity to make known or available for distribution specific instructional materials designed to be used in educational prescriptions and/or individual educational programs can be accomplished in consortion with the RRC program and SEA/LEA planning. The development of remedial materials inherent as part of remedial educational prescriptions

provides for a type of resource which could greatly aid the resource room teacher in the mainstream model or the special education teacher in the self-contained model for handicapped student education.

2. Develop national market data surveys for two major reasons — to find out whether there really is a market for a given type of material, and to report on how much impact instructional materials have as part of the overall educational environment of handicapped learners.

Any agency involved in the distribution of instructional materials requires information relevant to the need or the demand for those materials. Management decisions related to distribution require answers to several basic questions: who wants the material, what do they need, how many do they want, when do they need them, and how much will they pay to have them? Such questions begin to address what marketing personnel refer to as "industry related data." Essentially, such data ascertain that there is a market *before* time and money are spent to develop an item which no one may want or need. A national contractor must develop marketing data concerning instructional materials for the handicapped in order to provide sound advice and assistance to material developers nationwide. An initial step is the identification of needs, currently to be addressed by the National Needs Assessment, and the completion of a satisfaction analysis which will determine how many needs are met by currently available media and materials. Unmet needs can then be subject to interpretation and prioritization and a sense of direction provided concerning the conceptualization, development, and adaptation of media and materials.

To provide such direction, it is



Guidelines Urge More Publishers to Treat Exceptional Persons Fairly in Materials

During several meetings such as this one at the National Center, a consortium of leading publishers and educators set up guidelines that are expected to bring about nationwide improvements in how handicapped persons are represented in books and other educational materials. NCEMMH published the new guidelines, which have been adopted by several educational agencies.

Commercial Publishers Meet Developers of Special Education Materials

An educator of the deaf who helped develop several mixed media kits for classroom use explains a flash card to a potential publisher at a meeting at NCEMMH. Through the MMT Request for Proposal process, commercial publishers are learning about the opportunities of the special education market. Twenty publishers have attended NCEMMH bidders conferences to compete for licenses to distribute NCEMMH materials. In the past, many commercial publishers avoided materials for the handicapped as unprofitable. Because they traditionally consider the "thin market" to be too small, "low incidence needs" go unmet. Through efforts of NCEMMH, publishers are reexamining their former selection policies, which could mean that special education teachers will have more and better materials for handicapped learners.

also necessary to obtain consumer-related data — usage information that reflects the ability of the material to perform satisfactorily in the instructional situation and its applicability with the target population. Empirical information, gathered from appropriate sources, is needed on an updated basis to monitor the effectiveness of products made available for distribution and to assist in making decisions which provide information to developers on the types of materials needed to be placed into distribution. The continuing development of a marketing information data base through national surveys will promote the development of and make available for distribution those media and materials which will most significantly improve the education of the handicapped.

3. Teach material developers how to plan for marketing and distribution by providing technical assistance and establishing liaison procedures that will enable commercial producers to work directly with such developers. When developers and distributors can work together in the earliest planning stages, the result can be a better instructional material that can be distributed nationally and used by the maximum number of handicapped learners.

MMT now provides technical assistance to product developers. However, MMT needs adequate and reliable resource information so that technical assistance services rendered will be the best possible. The scope of technical assistance services goes beyond market analysis to include dealing with legal advice on talent releases, copyrights, fair use, planning distribution alternatives, material information releases, and packaging requirements. Technical assistance efforts in the future

need to be specific to those concerns which will provide the information and assistance necessary to assure that a material obtains its full potential for use.

In the months to come it is hoped that a national contractor will be able to develop, cooperatively with commercial publishers, better defined technical assistance alternatives and resources to promote material distribution. Such a contractor can well be the agency through which commercial publishers and developers throughout the United States are brought together for cooperative efforts. This would facilitate such efforts wherein the publisher provides technical assistance to the developer at the outset of development to assure marketability and distribution of the finished material. In return for this technical assistance, the publisher could be given an option on distribution of the material or arrangements made for reimbursement for the technical assistance services.

4. Provide marketing and distribution clearinghouse services to other federally funded projects that produce materials.

A national contractor can provide assistance to materials developers working on other federally funded projects for the handicapped as well as to professional and parent organizations for the handicapped, to state education agencies, and to local education agencies. It would be counter productive to neglect having a national contractor with the specific expertise for assisting material developers and associated federal, state, or professional projects or organizations. Having a single central source of such help would assist developers by eliminating their need to collect essential bits and pieces of information from several different agencies (who may or may not have the required information). Potentially, a central national contractor must be an agency capable of providing such comprehensive technical assistance services to address the marketability and distribution needs common to all projects that need to disseminate media and materials for the education of the handicapped.

5. Stimulate research concerning the conceptualization of materials based on market satisfaction analysis at the state education agency and local education agency level. Closely related to this, stimulate the acquisition of "thin market" materials for "low incidence needs."

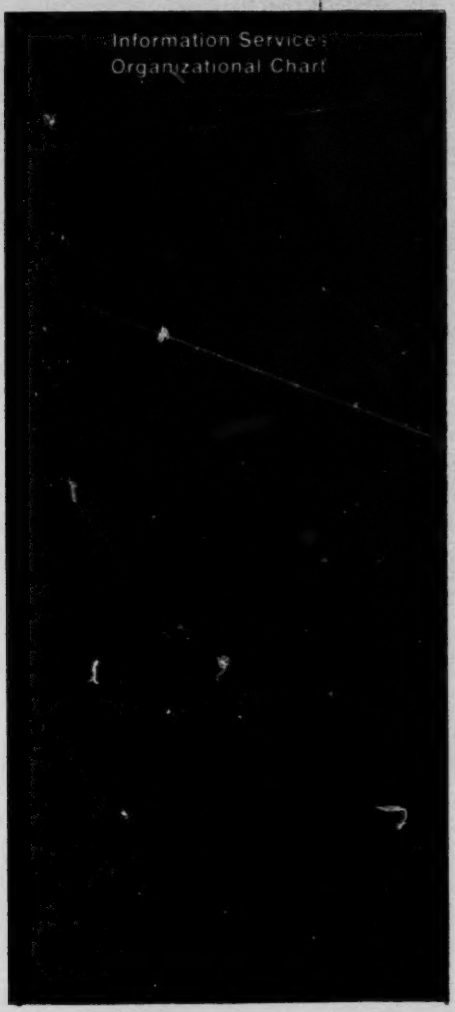
A national contractor, in conducting a marketing analysis for media and materials potential and utilization, can pinpoint what media and materials need to be developed, and foster conceptualization of such materials at the state education agency and local education agency level by making these needs known to developers within states and school districts. Specific geographic areas of the nation may require specific materials conceptualization, development, and regional distribution to accommodate social and cultural variances. For example, there is a concentration of Bureau of Indian Affairs Schools in the mainland Southwest; bilingual materials with culturally related graphics and illustrations are needed in Puerto Rico; and multilingual and/or nonlingual materials are required for some of the Pacific Trust Territories. Where such regional needs may be too scattered or of low incidence to warrant the expenditure of limited local or regional funding resources, a national contractor can survey such needs from a national perspective and develop the potential for a viable market.

Many state education agencies and local education agencies are using current financial resources to provide media and materials services to major handicapped groups such as the mentally retarded, the learning disabled, and the emotionally disturbed as the demand for services from these groups is weighted by their size in proportion to handicapping conditions of lower incidence. A national contractor can acquire and make available for distribution media and materials designed to serve low incidence, complex, and severely involved handicapped student populations that may require expensive and/or unique media and materials support services.

6. Increase the number of professional interfaces with national and international organizations actively involved in the education of the handicapped.

The word "national" as part of the title of any organization implies completeness, leadership, and competence. Aside from the accumulated expertise of the Center staff through experience and practice, there is the need to expand the awareness of the efforts of related national and international organizations in order to promote ongoing efforts and to prevent provincialism. Continuing professional staff involvement in professional organizations specifically related to media and materials needs to be fostered, and opportunities to develop new professional exchange between a national contractor and organizations serving the handicapped in alternative roles needs to be explored. The benefits to accrue from such interfaces will be increased public and professional awareness of the contractor and the generation of new concepts for media and materials services to support the education of the handicapped.

Information



Services (IS)

Scope, Functions, Personnel

Information Services collects, organizes, stores, retrieves, and disseminates information on instructional materials appropriate to the education of handicapped children for teachers, information specialists, parents, administrators, and others engaged in both special and regular education programs. To this end, Information Services also develops, produces, and disseminates catalogs, bibliographies, indexes, and related information products such as *Apropos*, a newsletter which keeps more than 15,000 readers informed about the ALRC/SO/NCEMMH program.

More than a third of the staff of the National Center work in Information Services.

In general, this area has the following scope and functions:

Develop and maintain a machine readable data base on instructional materials useful with handicapped children.

Produce catalogs, bibliographies, and indexes from the data base.

Operate a search-and-retrieval system to answer inquiries about instructional materials as a back-up to existing or yet-to-be-developed resources on the state and local level, and to match needs of teachers with sources of supply.

Maintain records on inventories, circulation, demand, reactions to service, and similar data.

Maintain source files on location and availability of instructional materials not included in the data base in order to disseminate such information on demand and to state and local education agencies.

Current Objectives and Work Accomplished

In order to carry out the functions just listed, Information Services concentrates heavily on the following activities. The first three activities are so closely interrelated and intertwined that they are discussed together.

Objectives 1, 2, and 3

Develop and maintain a machine readable data base; operate a search-and-retrieval system to answer queries about materials; and systematically match source of demand with source of supply upon inquiry.

The primary thrust of Information Services resources and activity from 1974 through 1977 has been to establish the National Instructional Materials Information System, more frequently called NIMIS. The system was designed and implemented by the National Center in conjunction with the Area Learning Resource Centers and the Specialized Offices, all of which are part of the Learning Resource Center Program of the Bureau of Education for the Handicapped. (As mentioned previously, and repeated here to stress the national nature of the undertaking, the United States is divided into thirteen regions, each with an ALRC, and there are four Specialized Offices — S1, Specialized Office for the Visually Impaired; S2, Specialized Office for the Hearing Impaired; S3, Specialized Office for Other Handicaps; and S4, Specialized Office for Materials Distribution.)

NIMIS is the first national system of its kind. In the past, various agencies and individuals had developed information systems designed to serve those who work with handicapped learners — but they served only within given states or regions, and were not compatible with each other. Many of these systems worked well independently; however, prior to the establishment of NIMIS by the National Center there was no nationally coordinated system for identifying materials and for the sharing of common information across regional and state boundaries. The creation of NIMIS is a positive step toward obtaining, organizing, storing, and retrieving such information in a manner that is most useful, cost efficient, and accessible to the target users. NIMIS data are available in the same format utilized by the Library of Congress and are therefore compatible with data from other national information centers and organizations.

In formal technical terms, NIMIS is a supplemental and back-up computer-based on-line interactive retrieval system specifically developed for the purpose of assisting teachers, parents, and other educators in locating information about instructional materials in the field of special education where local resources do not presently exist. In simpler terms, an on-line interactive retrieval system is one that enables an individual to "converse" with a computer, asking questions and getting immediate answers. The NIMIS computer gives answers in the form of abstracts that list bibliographic information. These abstracts can be accessed on computer terminals throughout the United States on an instantaneous basis during the computer's hours of operation. Each NIMIS entry includes, where pertinent, items of identification such as the following: author, title, publisher, price, abstract description. (See sample entry labeled "Representative NIMIS

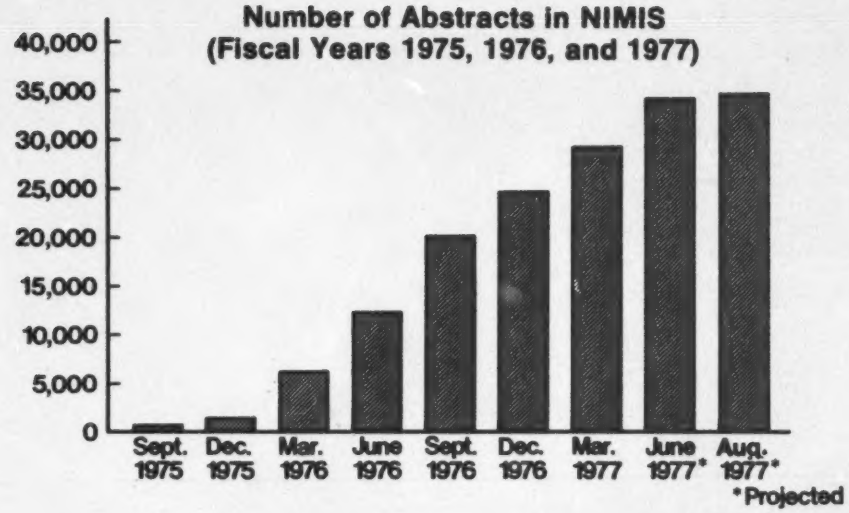
Abstract.") NIMIS provides descriptive information for a nationwide audience concerning more than 35,000 instructional media and materials (see graph). The system now contains information on four major types of materials:

Child-use instructional materials: materials used by the child (or by the teacher and child interacting) in the process of education, instruction, and evaluation.

Evaluation materials: materials designed to evaluate, measure, and diagnose the current skills of a handicapped child.

Teacher training materials: instructional materials used to train or assist teachers or teachers-to-be in the selection, utilization, design, or adaptation of media, materials, and educational technology (such as how to operate instructional devices).

Prototype materials: materials of an experimental or one-of-a-kind nature that have been developed as models for possible future development. These include materials which are not commercially available but which have been reviewed by the Media, Materials and Technology Service Area at NCEMMH.



Representative NIMIS Abstract
(Abridged from an Actual Entry)

AUTHOR/CORPORATE AUTHOR. Developmental Learning Materials
TITLE. Same or different color cards
PUBLICATION INFORMATION. Niles, Illinois, Developmental Learning Materials 1971
PRICE. $1.40

ABSTRACT DESCRIPTION. "Same or Different Color Cards" is designed to teach recognition of variance or similarity of color in different forms and objects. This material can be used to develop perceptual motor skills, shape identification, matching, and the learning of color names. The set consists of 30 cards which measure 2-3/4" x 4-1/2" and feature pairs of 15 items which stress color difference and likeness. The material is suggested for use at the readiness and grade 1 levels. A sheet of teacher information is included with the materials. LGG, 11-75.

EVALUATION INFORMATION. . . . Evidence shows that this material is currently being used by teachers in educational programs for the educable mentally handicapped, the emotionally disturbed, the learning disabled, and multiply handicapped. . . .

MEDIA FORMAT. Picture cards
DESCRIPTORS. Instructional, NIMIS, perceptual motor learning, likenesses differences, visual discrimination, classification, early childhood, kindergarten, grade 1, verbal response, visual, manual, independent, sequential approach, educable mentally handicapped, emotionally disturbed, learning disabled, trainable mentally handicapped, multiply handicapped, physically handicapped, speech handicapped.

OCLC NUMBER. 1909091*
PREPARATION SOURCE. 003-005 149 NCH*
ACCESSION NUMBER. IN 003-316 NCH*

*The OCLC number is a control number assigned by the Ohio College Library Center to each NIMIS abstract. The preparation source number tells where the abstract was prepared. A NIMIS accession number is assigned by NCEMMH to every abstract entered into NIMIS.

About three-fourths of the entries are for nonprint materials such as instructional kits, films, videotape and audiotape cassettes, filmstrips, games, manipulative materials, or transparencies.

The educational media and materials with which NIMIS is concerned are intended to provide assistance for a wide range of individuals with handicaps in learning, including:

- visual impairment
- hearing impairment
- speech and language impairment
- mental retardation
- behavior disorders
- learning disabilities
- physical disabilities
- other health impairment
- multihandicapping conditions

The materials listed in NIMIS are used in a variety of educational settings with the following types of children:

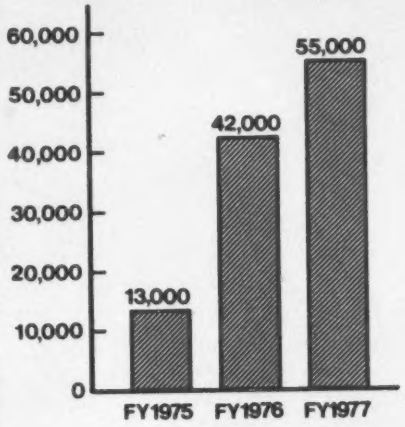
- children attending private schools
- institutionalized children with severe handicapping conditions
- children receiving public school education supplemented with special training, tutoring, therapy, etc.
- children ranging in age from preschool to young adult

The first three Specialized Offices, listed earlier, examine materials appropriate to the handicapping condition in which the office specializes. They then write abstracts describing these materials and submit them to the National Center, where the information is checked and entered into the system.

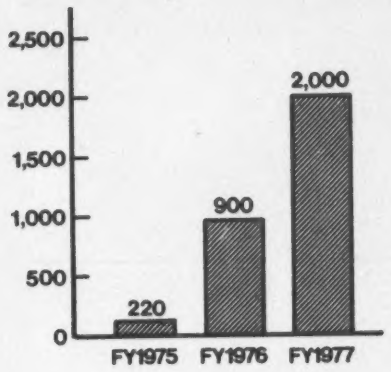
During the past year, 20 persons from the thirteen ARLCs, 7 persons for the Specialized Offices, 4 from the Model Secondary School for the Deaf, and staff in the Bureau of Education for the Handicapped have at-

Growth in Requests for General Types of Information (Figures for FY 1977 Projected)

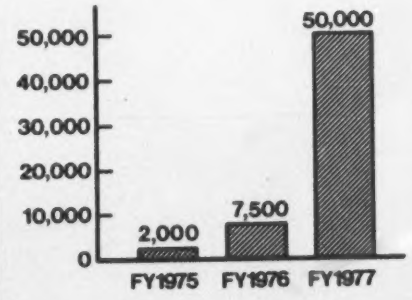
Information Products, Publications, and Brochures Disseminated



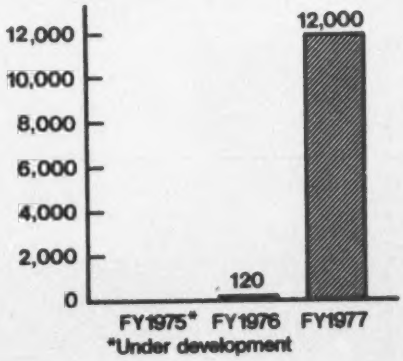
NIMIS Requests Answered

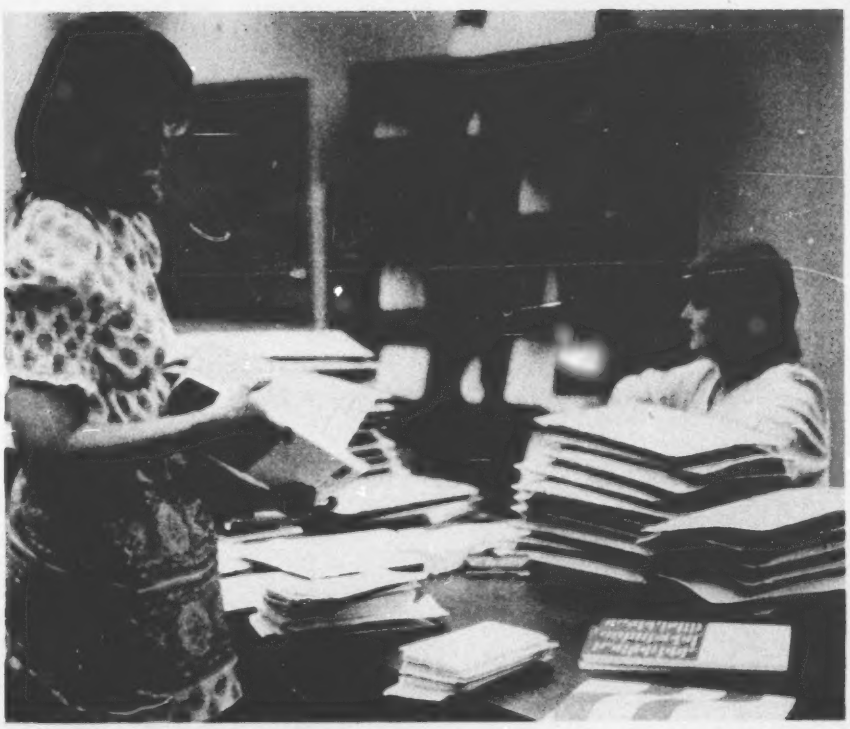


NIMIS Abstracts Distributed



NIMIS Bibliographies Disseminated





NCEMMH Sends Materials to Learning Resource Centers

About a thousand learning resource centers that serve special educators throughout the United States received free copies of NCEMMH reference materials such as the *National Catalog of Films in Special Education*, the *Publisher Source Directory*, the *Instructional Materials Thesaurus for Special Education*, *Standard Criteria for the Selection and Evaluation of Instructional Material*, and various NIMIS bibliographies.

tended NIMIS search-and-retrieval workshops to learn how to operate terminals now in place in their regions and offices. The increased number of professional staff qualified to do computer searches means that NIMIS information is becoming more widely available closer to home. In other words, the teacher who needs individualized computer searches can now gain access to NIMIS without going beyond his or her region, or in many cases, his or her own state.

The replica of the Search Request Form shows the kind of information necessary to make a search.

Objective 4.

Produce catalogs, bibliographies, and specialized products from the data base.

The production of NIMIS bibliographies is a fourth activity of Information Services. NIMIS involves the skills of many people (including information specialists in the ALRCs, in the State Education Agencies, and in regional and local school districts) who provide information resources to those involved with educating handicapped children. A wide variety of products which can be used by such information specialists flows from the NIMIS data base, such as the *Instructional Materials Thesaurus for Special Education*. The thesaurus lists and defines the vocabulary used to index materials included in NIMIS, and thus provides a standardization and promotes the use of consistent terminology in special education throughout the United States.

Staff in Information Services analyze the types of information requests received both at NCEMMH and by the ALRCs. This analysis reveals topics frequently asked for, and thus provides topics for the production of bibliographies of materials listed in NIMIS. These bibliographies in turn are disseminated free

NIMIS **SEARCH REQUEST FORM**
for child-use instructional materials

Date _____
Is this your first request to NIMIS?
☐ Yes ☐ No

1. **USER INFORMATION.** *(Please print clearly.* Printout will be mailed to address given here.)

Name _____ Title _____

Organization _____

Address _____

City _____ State _____ ZIP _____

Telephone _____

The questions that follow are designed to assist in retrieving information about materials which will be responsive to your needs. Your care in providing full information about your needs will assist in developing a successful search strategy. Please fill out a separate form for each search you are requesting.

2. **SEARCH DESCRIPTION.** Use your own words to describe the types of materials you are looking for and please be as specific as possible.

3. **SEARCH PURPOSE.** Please indicate the purpose(s) for which this search will be used.

☐ selection of materials for individual/classroom use
☐ broad curriculum planning
☐ university course work
☐ research
☐ market survey
☐ other (please specify)

(OVER)

4. SEARCH REQUIREMENTS. Use terms from the third edition of the *Instructional Materials Thesaurus for Special Education*, if available.

A. Curriculum area(s) _____

_____

B. Concept or skill area(s) _____

_____

C. Educational or interest level _____

_____

D. Handicapping conditions _____

_____

5. SEARCH LIMITATIONS

A. *Format.* Please indicate any media formats which might be necessary and/or especially appropriate. _____

_____

B. *Instructional Approach.* Please indicate any technique, method, or therapeutic approaches which might be necessary and/or appropriate. _____

_____

C. *Input/Output Modes.* Please indicate any strengths or limitations relevant to input stimuli (e.g., auditory, visual, tactile) or response modes (e.g., verbal, written, manual). _____

_____

D. *Date.* Do you wish to receive information about recent materials only? If so, please specify the latest acceptable year of publication. _____
(Items in NIMIS which do not include date of publication will still be retrieved).

E. *Other.* Please indicate any additional considerations which might be relevant to your search. _____

6. SEARCH OUTPUT

☐ A list of references giving only the title, author, publisher, date, price, and accession numbers.

☐ A list of references that includes the full bibliographic record—cataloging data, an abstract of the material, evaluation information, descriptors used in retrieval, etc.

7. SEARCH RESULTS

☐ needed within 1 week

☐ 1-2 weeks

☐ 3-4 weeks

☐ If appropriate, please specify the latest date acceptable _____

Thank you for filling in this form. The information as provided here will be used to formulate an individualized NIMIS search. A reply, usually in the form of a computer printout, will be mailed to the address given in Section 1.

It is the purpose of NIMIS to provide awareness information concerning instructional materials. We need to know if the abstracts you receive fill your needs. A brief evaluation card will be sent with the printout and we would appreciate your response so that we may improve our services to you. Thank you.

of charge not only to the ALRCs but also to more than 800 local learning resource centers. The printed bibliographies provide localized on-the-spot responses to information requests, avoiding the necessity of full-scale computer searches through NIMIS. By means of these NIMIS bibliographies, in other words, the national information system and its contents are made available on a local basis and in a format consistent with national standards. In addition, NIMIS data are also available on magnetic tape for those centers wishing to employ their own computing facilities for access. Catalog cards, the traditional library organization format, are also available, through the National Center's affiliation with the Ohio College Library Center, the nation's largest bibliographic information-sharing network.

Objective 5.

Maintain records on inventories, circulation, demand, reactions to service, etc.

A fifth major activity of Information Services is to keep track of how many persons are using NIMIS and related services. The Information Services area alone, by the end of the current contract year, will have responded to more than fifty thousand requests for information, products, and catalogs, as compared to twelve thousand requests in Fiscal Year 1975. This increased level of responsiveness is due to increased awareness throughout the United States that the National Center has a reliable reputation of being able to provide appropriate information on educating handicapped children. The widespread and growing need for such information also accounts for the increase in number of requests. The graphs and table illustrate the variety and national impact of NCEMMH services.

Where Requests for Information Originate*

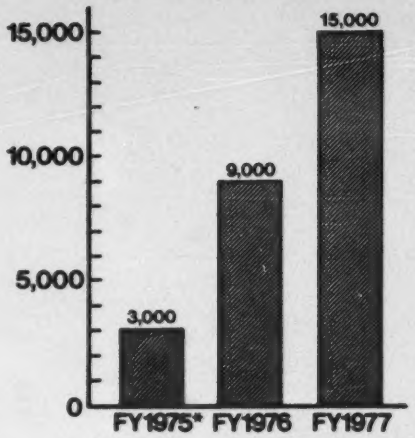
Geographic Area	FY 1975	FY 1976	FY 1977**
Alabama	75	295	3,400
Alaska	50	240	210
Arizona	60	520	120
Arkansas	40	150	35
Californ ia	740	1,655	2,100
Colorado	205	320	180
Connecticut	170	480	160
Delaware	30	75	60
District of Columbia	70	2,715	10,000
Florida	405	565	1,400
Georgia	450	445	650
Hawaii	80	260	25
Idaho	200	35	40
Illinois	700	1,055	1,300
Indiana	160	2,190	2,700
Iowa	240	900	2,500
Kansas	310	435	200
Kentucky	155	880	1,500
Louisiana	100	290	60
Maine	20	105	75
Maryland	400	385	1,600
Massachusetts	245	3,145	1,650
Michigan	600	3,210	2,200
Minnesota	300	1,365	950
Mississippi	85	115	170
Missouri	150	535	700
Montana	110	120	90
Nebraska	180	250	1,110
Nevada	40	45	10
New Hampshire	70	110	320
New Jersey	600	755	700
New Mexico	70	370	100
New York	1,280	2,585	5,000
North Carolina	155	720	900
North Dakota	30	130	35
Ohio	585	2,700	950
Oklahoma	75	380	230
Oregon	395	1,960	2,300
Pennsylvania	480	3,000	1,900
Rhode Island	20	135	100
South Carolina	70	130	75
South Dakota	105	140	70
Tennessee	90	295	370
Texas	455	770	280
Utah	345	165	50
Vermont	60	485	70
Virginia	155	510	510
Washington	370	675	2,100
West Virginia	355	440	70
Wisconsin	235	2,290	1,500
Wyoming	35	195	25
U.S. territories and foreign addresses	315	240	350
Total	12,720	41,960	53,200
Grand Total	107,880		

* Table excludes requests for *Apropos*.
** Projected as of 5/1/77; based on first six months of activity for the fiscal year.

Proportions of NIMIS Users by Category, FY 1977

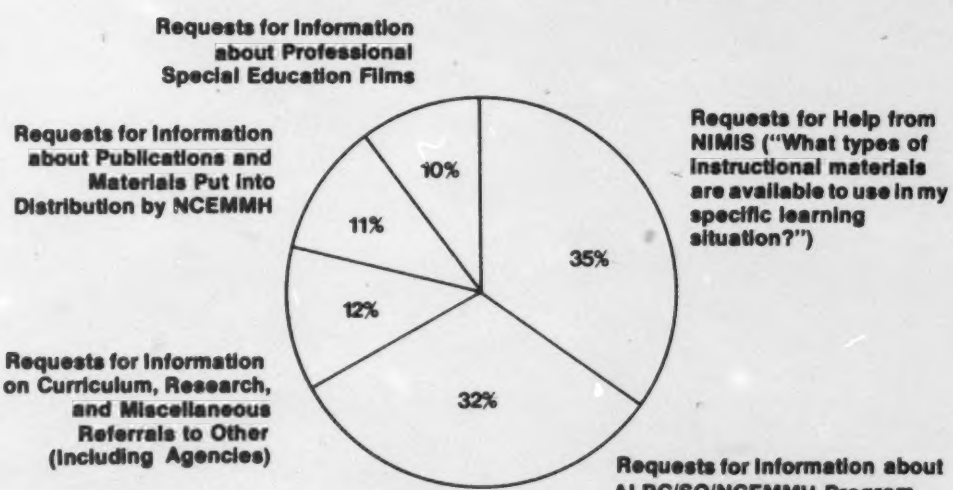
Category	Percent
Information specialists, libraries and other information centers, and Area Learning Resource Centers	24
Teachers	10
Students (graduate and undergraduate)	10
Professional agencies and organizations	10
Administrators	9
Researchers, social workers, counselors, psychologists, doctors, and nurses	9
Curriculum specialists and educational specialists	8
Publishers	5
Unidentified	5
Total	100

Size of NCEMMH Mailing List



*The Initial NCEMMH mailing list was supplemented by lists rented from the professional organizations named below in order to widen the distribution of *Apropos* for Spring, 1974; Summer, 1974; September, 1975; and January, 1976: American Speech and Hearing Association, Association for Educational Communications and Technology, Association for Supervision and Curriculum Development, and Council for Exceptional Children.

Types of Information Requests (Average for Fiscal Years 1975, 1976, and 1977)

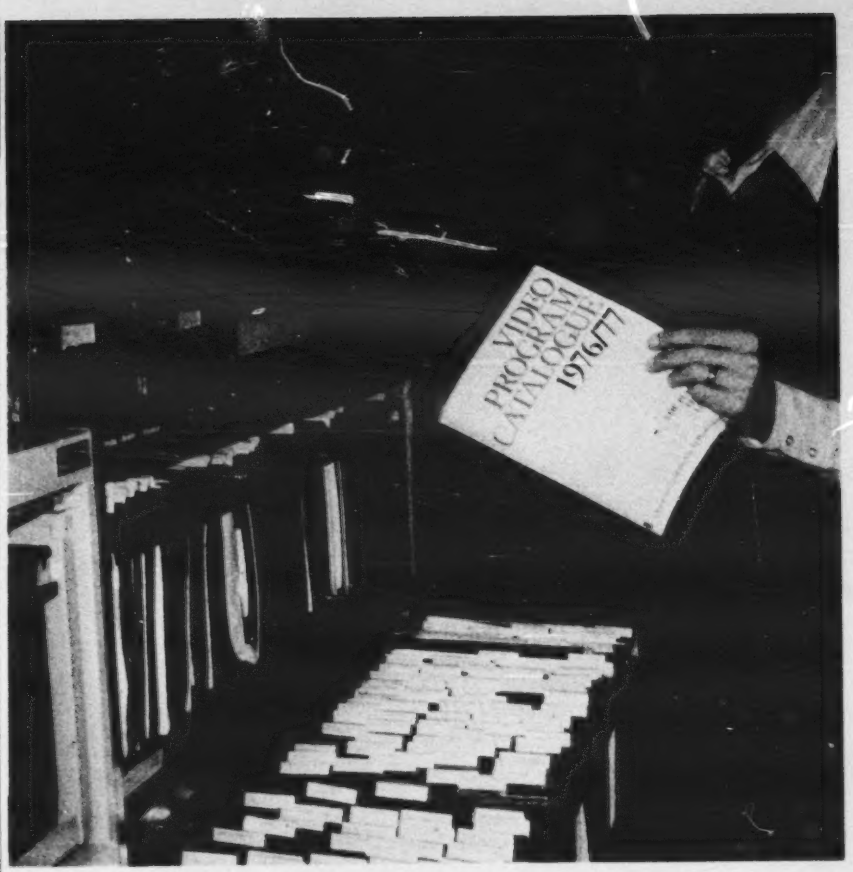

Requests for Information about Professional Special Education Films
Requests for Information about Publications and Materials Put into Distribution by NCEMMH
Requests for Help from NIMIS ("What types of instructional materials are available to use in my specific learning situation?")
Requests for Information on Curriculum, Research, and Miscellaneous Referrals to Other (Including Agencies)
Requests for Information about ALRC/SO/NCEMMH Program
10%
11%
35%
12%
32%

The data in the graphs concerning users vividly illustrate the definite need for a coordinated information system, one that is responsive to the information requirements of teachers, information specialists, parents, and administrators.

Objective 6.

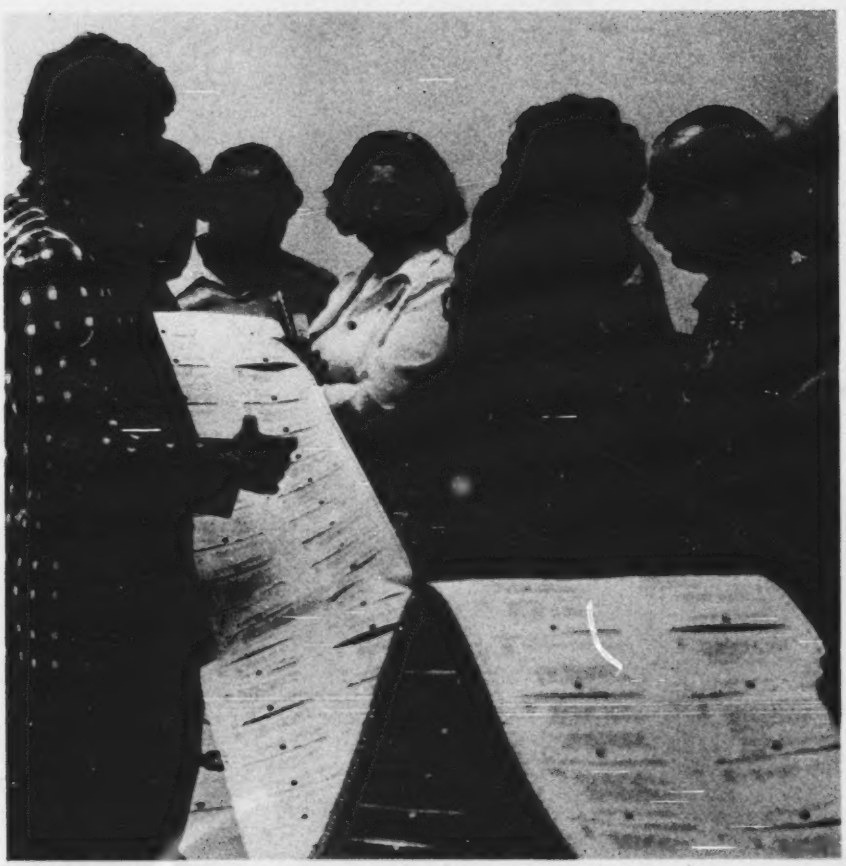
Maintain a source file for answering inquiries about location of instructional materials for sale, rent, or loan.

The final major activity of Information Services supplements the information stored in NIMIS. Information Services produces a series of information reference products dealing with sources of educational media to supplement its computerized resources. These include the *Publisher Source Directory*, now in its third edition, a reference book noting where to locate 74 different types of educational media and materials from more than 1,600 publishers, vendors, and distributors. This directory supplements the information in NIMIS entries by furnishing the address of distributors named in each NIMIS entry. The *National Catalog of Films in Special Education*, also produced by Information Services, cites more than 600 professional films (professional films are not listed in NIMIS) that can assist in the education of handicapped children. Both publications were compiled with the assistance of the New York ALRC. In order to continue to update these two reference books, the National Center functions in the capacity of a national clearinghouse of pertinent data.



Publisher Source File Contains Hundreds of Catalogs

Four file cabinets in the NCEMMH reference library help information specialists at the National Center keep up to date about special education instructional materials produced or distributed by several hundred publishers. This source file forms the basis for information in the recently published *Publisher Source Directory*, third edition.



NIMIS Has Many Capabilities for Helping Learning Resource Centers

Within minutes after this picture was taken on a tour of the center which houses the NIMIS information, a machine cut this strip of computer printout into neat stacks of catalog cards, alphabetized and ready to file. The items listed in NIMIS are available on microfiche, on tape, or on such catalog cards, to assist learning resource centers in organizing their collections of special education instructional materials.

Projections for the Future

NIMIS, *Apropos*, and the other Information Services publications, taken as a whole, are a valuable and unique first step toward providing the foundation for a unified and consistent information base to be utilized by those occupied in the education of handicapped children. Teachers and other educators are making use of NIMIS and other IS services because the services help in all the following ways:

1. Provide not only national availability of data concerning information on materials but also nationwide consistency
2. Provide back-up services to localities where services do not presently exist and are yet to be developed
3. Provide awareness about materials to those engaged in teaching handicapped children.
4. Furnish information on an as-needed basis
5. Provide for information sharing among users to promote wider usage of shared experiences.

Future activities should widen the scope of NIMIS. For example, it is expected that the number of materials listed in NIMIS will expand from the current 35,000 to more than 75,000 items. However, it is not likely that the number can exceed a maximum of 75,000 in the foreseeable future, especially when one takes attrition into account. In other words, although more entries will continue to be added regularly as new materials become available, some will also be subtracted. For example, NIMIS entries will be deleted when materials are declared out of print or unavailable from the publisher or are superceded in use-

fulness by newer materials more appropriate for specific learning situations.

In addition, the activity of collecting data on how many NIMIS abstracts are used, of what sort, by whom, and in what areas of the country will increase, now that the NIMIS system is established and in regular use. Feedback will enable NIMIS to increase its responsiveness to the expressed needs of those it serves.

Present operational experience with users, and with product development and generation, afford the opportunity to enlarge upon these efforts to provide a full-service information center. This could include the addition of print and teacher-use materials to supplement the current data base. The support of individualized instruction and programming efforts would be a concurrent outcome of continued NIMIS development, as well as an expansion of the prototype and archival data bases to support comprehensive materials development. Materials for paraprofessionals, parents, and volunteers could also be included. Correlated with this would be incorporation of relevant research on instructional media, materials, and educational technology.

In summary, Information Services is now well prepared to continue to serve as a central clearinghouse on the following types of information needed by educators of handicapped children: information on child-use instructional materials, teacher training materials, evaluation materials, and prototype materials.

Coordination

Scope, Functions, Personnel

The third major service component of NCEMMH — Coordination Services — was created in 1974. This service area was established to promote "Network and Clearinghouse Functions for Interstate Resource Sharing." In part, these functions were either continuations or needed logical extensions of operations conducted previously by the Network Coordination Office located with the Council for Exceptional Children (CEC) through the period 1968-1974. The Network Coordinating Office was responsible for performing six major responsibilities for the SEIMC/RMC network: (1) facilitate cooperation and communication among centers; (2) conduct meetings of centers in the network; (3) disseminate information about program developments and accomplishments; (4) assist in implementing network projects; (5) serve as a liaison among centers and the Bureau and other special education agencies; and (6) provide a management information system.

In 1974, the Bureau issued an RFP for a revised system of delivering service. A special workscope was developed to describe relationships among eighteen centers: thirteen Area Learning Resource Centers, four Specialized Offices, and the National Center. Coordination of these units was vital to the continuing program of educational media and materials support. Smooth transition from the old system to the new, and the need for increased accountability information, were fundamental concerns. Responsibilities similar to those of the former Network Coordinating Office

Services (CS)

were shifted to the National Center's Coordination Services area. The new Coordination Services office was charged, additionally, with maintenance of a Liaison Office at the Model Secondary School for the Deaf, and with relating to the Coordinating Office for Regional Resource Centers, whose prime objective was to assist in combining ALRC and RRC services so that the two programs served consumers more like a single Learning Resource Center.

These objectives have been addressed with success by Coordination Services over the past three years. As a natural evolvement, the general statement of work and office organization has undergone periodic changes better to respond to programmatic needs. The present workscope of the Coordination Services area is summarized under four major objectives which are explained in the next section.

Coordination Services is under the direct supervision of the National Center director, who also monitors Liaison Office activity at the Model Secondary School for the Deaf. For FY 1977, CS is organized as shown in the chart. The Network Operations Coordinator is responsible for all convening functions; the Network Coordinator for Management Information implements all accountability information practices; the Technical Assistant coordinates all requests for assistance with appropriate sources of assistance; and all CS staff serve to provide "program definition and reconceptualization" and to produce documents of immediate utility to the Bureau. In this manner the four current objectives of CS produce significant network and Center accomplishments with direct relationship to the emphases stated in the last year of the "old network."

It should be noted that during the past three years there has been a pronounced shift from development to implementation. That is, Coordination Services has capitalized on developments initiated during the years 1968-1974 and widely promoted use of ALRC/SO and BEH information sources. The years 1974-1977 are best characterized by implementation of strategies, models, reporting tools and processes, exemplary practices, and the like, all intended to effect a full measure of coordinated activity desired to promote program effectiveness. A close look at present objectives and strategies shows how Coordination Services supports other program units and the NCEMMH mission, and how CS has evolved from its early CEC days. Building on developments conceptualized during the 1968-1974 period, CS has contributed many processes and products to the Learning Resources Branch and its associated field units. In the most recent three-year interval, CS has fulfilled each contracted obligation.

Three major goals reflect the mission of Coordination Services:

1. Facilitate the evolution of programs which are accountable.
2. Facilitate a program-wide understanding of LRCP mission.
3. Identify innovative teaching, learning, and administrative practices which, when implemented, result in predictable and positive program impact.

From the four objectives which follow it can be demonstrated that CS has established a structure responsive to the purpose of its three goals.

Objectives, Strategies, and Work Accomplished

Objective 1.

Convene Learning Resource Center personnel as required for information sharing and resolution of program-implementation issues.

It has long been recognized that through coordination of individual contractors (such as those sponsoring ALRCs, SO's, and NCEMMH) it is possible to realize program impact far beyond what might be anticipated when individual contractors operate independently. This has been referred to as progress maximization resulting from information sharing and mutual planning of those activities which by definition are networkwide in scope. That is, the worthwhile, productive accomplishments of individual agencies, be they products or processes, do not have to be reinvented and duplicated by each contractor. Rather, through sharing and follow-up planning, beneficial products and processes are made available for use by others without the needless expense and burden inherent when separate-but-related contractors are forced to operate in an uncoordinated manner. And, even more important under this convening objective, a structure has emerged whereby groups of contractors (or their designates) focus on specific problems, needs, and concerns of primary significance to all contractors, with their combined interest and expertise being brought to bear on the central issue.

There are two strategies under which "convening"is effected: conduct Standing and Steering Committee process, and conduct ALRC/SO Directors' Meetings. Combined, these two activities account for approximately 45 percent of the CS resource expenditure.

Program activites for six Standing Committees are supported. They focus on:

1. State Program Development
2. Instructional Materials Development
3. Media, Materials and Educational Technology Training
4. Media and Materials Information System
5. Materials Distribution System
6. Project Administration.

The committee names are adequate to identify the sector in which each committee addresses issues. The Steering Committee consists of chairpersons representing each Standing Committee, a representative of the National Advisory Board of NCEMMH, a representative state director of special education, and the director of the National Center. For special projects, Task Force groups are also formed. As a rule, three Directors' Meetings are held each year, time and site changing in a manner clearly responsive not only to directors' needs for information but also to the availability of exemplary models of practice for presentation and dissemination. Committee or Task Force meetings are frequently held in association with meetings of program directors.

Accomplishments:

a. Common program understanding emerged through committee efforts.

The "convening" objective has made possible the kind of field-based progress that is unlikely when individual contractors operate independently from one another. Committee interaction combined with opportunities for directors' meetings has created a forum for disseminating sponsor direction to contracting centers, has greatly increased the potential for supplying programmatic input regarding planning and monitoring, has created a field-articulated forms-clearance process, and has significantly increased the exchange of regionally developed processes and products of immediate utility to other centers.

Changing needs for committees, modified levels of funding, and other factors, have influenced the scheduling of group sessions. Directors' Meetings have usually been held three times annually. During FY 1976, each of the six Standing Committees was authorized to meet a total of four times annually. These arrangements were revised for the period September 1, 1976-August 31, 1977, so that the number of meetings authorized correlated with the scope of work to be completed during FY 1977. Reports on committee activity, products, and major contributions leading to better, more effective, and more responsive educational alternatives for the handicapped have been published semi-annually by NCEMMH. These reports are voluminous and written to a level of detail beyond the intent of the present document, but the interested reader is invited to request copies from NCEMMH.

During FY 1977, a special and carefully selected group of program personnel was assembled to address the problem of how best to utilize existing ALRC competencies to support State Education Agency efforts mandated by Public Law 94-142. This group assumed the title "Task Force on Intrastate Activity," and produced the most insightful and cogent statement yet prepared concerning how ALRCs can assist states to implement P.L. 94-142. The purpose of this Task Force was to document whether, how, when, and by whom State Education Agency

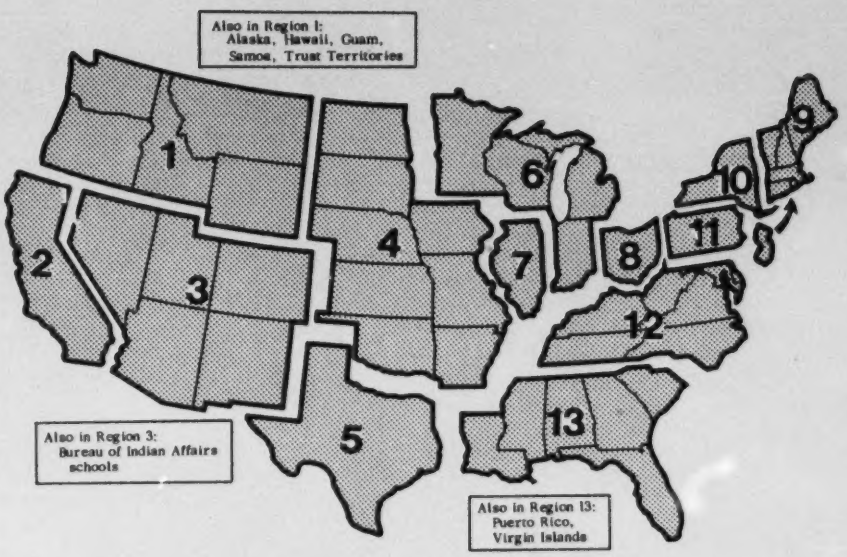
support services were available. The resulting model was merged with a counterpart model from the RRC sector and describes clearly and succinctly the "Full-Service Frame-of-Reference," through which federal support may be provided regionally between October 1, 1977, and September 30, 1980. Thus, the federal government has received a program-impact bonus as the direct result of the convening functions of Coordination Services over the past three years. Those who instruct the handicapped are better able to perform their assignments because creative developments by these groups have become available through State Education Agency staff to the local level.

Objective 2.

Provide for ALRC/SO/NCEMMH/BEH needs for program-relevant technical information.

The intent of the second objective regarding information provision is to supply useable, meaningful information from the Coordination Services office to those who must perform operations at the center level. Coordination Services serves as a source of expertise and manpower in support of program units' activities.

Three separate and distinct strategies are used to promote information sharing to the extent required to effect optimization. First, Coordination Services is responsible for designing, implementing, and maintaining a fully developed management information system. This responsibility includes working with the committee on project administration and with individual contractors and their respective staff representatives to generate valid, reliable accountability data for each center. Then, it is further the responsibility of Coordination Services to aggregate the seventeen individual reports into basic summary docu-



How the States Match up with the Area Learning Resource Centers, by Region

Each region shown in this map is served by an Area Learning Resource Center. The alphabetic list of states given below shows the region which serves each state or territory of the United States.

State	Region	State	Region	State	Region
Alabama	13	Maryland	12	South Dakota	4
Alaska	1	Massachusetts	9	Tennessee	12
Arizona	3	Michigan	6	Texas	5
Arkansas	4	Minnesota	6	Utah	3
California	2	Mississippi	13	Vermont	9
Colorado	3	Missouri	4	Virginia	12
Connecticut	9	Montana	1	Washington	1
Delaware	12	Nebraska	4	West Virginia	12
District of Columbia	12	Nevada	3	Wisconsin	6
Florida	13	New Hampshire	9	Wyoming	1
Georgia	13	New Jersey	9		
Hawaii	1	New Mexico	3		
Idaho	1	New York	10	Bureau of Indian Affairs schools	3
Illinois	7	North Carolina	12		
Indiana	6	North Dakota	4		
Iowa	4	Ohio	8		
Kansas	4	Oklahoma	4	Guam	1
Kentucky	12	Oregon	1	Puerto Rico	13
Louisiana	13	Pennsylvania	11	Samoa	1
Maine	9	Rhode Island	9	Trust Territory	1
		South Carolina	13	Virgin Islands	13

Coordination Services Technical Assistant Compiles and Writes Reports

Quarterly reports such as this contain precise data on the activities of the eighteen agencies in the ALRC/SO/NCEMMH program, compiled in standardized format. Such reports enable administrators at the Bureau of Education for the Handicapped to monitor results of work undertaken by the eighteen separate contractors. In general, Coordination Services fosters efficiency in the expenditure of federal funds by helping the farflung network of agencies to avoid duplication of effort, not only by sharing information on work accomplished but also by coordinating several standing committees, members of which come from all parts of the thirteen-region program.

ments. This reporting is done quarterly, with cost-accounting and manpower deployment factors analyzed, and with concise statements which describe program progress in common terms. Second, Coordination Services produces documentation of Learning Resource Center Program (LRCP) activity, model practices, and other program accomplishments. The third strategy incorporates internal coordination at NCEMMH with parallel activities at ALRCs and SO's. Thus the National Center can serve as a management information system "testing ground." Workable management models, strategies, and documents are first evaluated at NCEMMH and then disseminated for use by field-based centers. About 33 percent of the CS budget supports Objective Two.

Accomplishments:

a. Summary reporting for all ALRC/SO/NCEMMH units was standardized.

b. The identification of exemplary practices was initiated.

c. A single directory of personnel in both the ALRC/SO/NCEMMH system and the CORRC/RRC system was compiled and published, as part of the "single-system concept."

d. The single-system design was demonstrated to be applicable to other programs.

Under the second of the four CS objectives, information about the LRCP in operation and as conceptualized is produced for two fundamental purposes: (1) to create monitoring devices for federal Project Officers, and (2) to foster definition and clarification of service delivery by ALRCs, SO's, and NCEMMH. Coordination Services has played a major role in achieving both purposes.

Beginning in September, 1974, Coordination Services has been the driving force behind the develop-

ment of working elaborations of the workscope used in writing Requests for Proposals. CS staff effectively used the original workscope-element structure in preparing elaborate documentation of the precise operational definitions underlying each element. In this general framework, CS designed and implemented the first full-scale management information system accountability process ever brought to operational status in the ALRC/SO/NCEMMH system. A major undertaking relying on cooperative interest and effort from all eighteen individual contractors, the quarterly summaries of ALRC, SO, and NCEMMH program progress provide detailed analysis of activity. Depending on the level of detail needed, the user of summary documentation can quickly find program-level statements; or, if the need is for detail regarding an individual center, such detail is identified clearly and is presented in terms of immediate utility during the programmatic decision-making which leads to Project Officer intervention as required.

CS undertook many special projects during the three-year period, such as writing an impact evaluation study, writing an incidence/prevalence report, preparing ALRC/SO product lists, preparing the Agency Survey, and compiling personnel directories. In each instance these productions have provided BEH/LRB with specific, detailed documented information for use by ALRCs and SO's in more effectively delivering services to target groups. An excellent example is Coordination Services work with the Project Administration Committee to create program clarification through the "Common Definitions" document completed in FY 1976.

As a direct result of CS Objective Two activity, the Bureau's Learning Resources Branch is assured system inputs fundamental to project monitoring under the new legislation. In place is a single system for accountability reporting, well articulated with and responsive to the most current Bureau and Branch needs. The system is prototypical in the sense that it serves as a model for gaining increased control and more effective program monitoring. This potential for control and monitoring can be integrated effectively and efficiently with data and programmatic direction indicators expected to emerge from the National Needs Assessment. A logical extension of this system to a machine-based approach for "tracking" individual student progress through Individualized Educational Program planning and implementation is now possible. A full-scale Computer Managed Instructional system could follow, when each student's Individualized Educational Program progress would be available to parents, teachers, and supervisory staff on an interactive basis.

Objective 3.

Supply and coordinate NCEMMH-based technical assistance required by ALRC/SO centers and Standing/Steering Committees.

Coordination Services receives many requests from field units for technical assistance. Under the direction of the CS Technical Assistant, each request is clarified, full identification of the needed information is obtained, the correct source within NCEMMH is identified, and the Technical Assistant follows through to make sure the request is treated comprehensively. In this fashion ALRCs, SO's, and Standing/Steering Committees receive vital information to support production efforts. Objective Three is supported with 6 percent of the CS financial resources.

Accomplishments:

Upon request, CS provided technical assistance:

a. To ALRCs and SO's in project planning, operation, and evaluation.

b. To the ongoing Bureau process of preparing project officers for program monitoring and intervention roles.

c. To planners in the Bureau's Division of Personnel Preparation to identify training needs consonant with the LRCP approach to service delivery.

The concept of providing technical assistance directly from the National Center to field units has evolved over the three-year period to the point that diverse competencies at NCEMMH are available to assist ALRC and SO operations. The various types of technical assistance cover most major workscope elements. A formal listing or announcement of types of technical assistance and NCEMMH staff who can provide such assistance has been circulated among program contractors. In addition, within the three major NCEMMH service areas other sources of expertise are made available to individual contractors.

Under technical assistance two subordinate functions have been coordinated: the Internship Program and a number of workscope-related training activities. The CS role in all technical assistance and training/internships strategies has been to coordinate field-based requests for such assistance with the most appropriate source of expertise at NCEMMH.

Because of coordinated technical assistance, the Bureau's Learning Resource Branch now has standardized accountability reporting for all ALRCs, SO's, and NCEMMH. This standardized process is fully articulated with the RRC/CORRC system. Many efficient program innovations can be attributed to technical assistance from NCEMMH, and an enhanced level of articulation among Bureau programs is evident.

Objective 4.

Support LRB needs for assistance in program definition and reconceptualization.

Approximately 17 percent of the CS financial resource and about 18 percent of the CS manpower resource are allocated for support of BEH/LRB program needs regarding program. In this context two major strategies have evolved: first, respond to requests for National Needs Assessment assistance; second, facilitate program rethinking by responding to BEH/LRB requests for position papers, technical reports, guidelines documents, etc. All activities under Objective Four are fully articulated with appropriate BEH/LRB staff to provide services which increase impact of the overall LRCP mission.

Accomplishments:

a. CS assisted in the initiation of the National Needs Assessment.

b. NCEMMH through Coordination Services helped coordinate subsequent phase-in steps in connection with the National Needs Assessment.

c. The workscope was further elaborated and the program further defined.

d. A prototype intrastate workscope was developed.

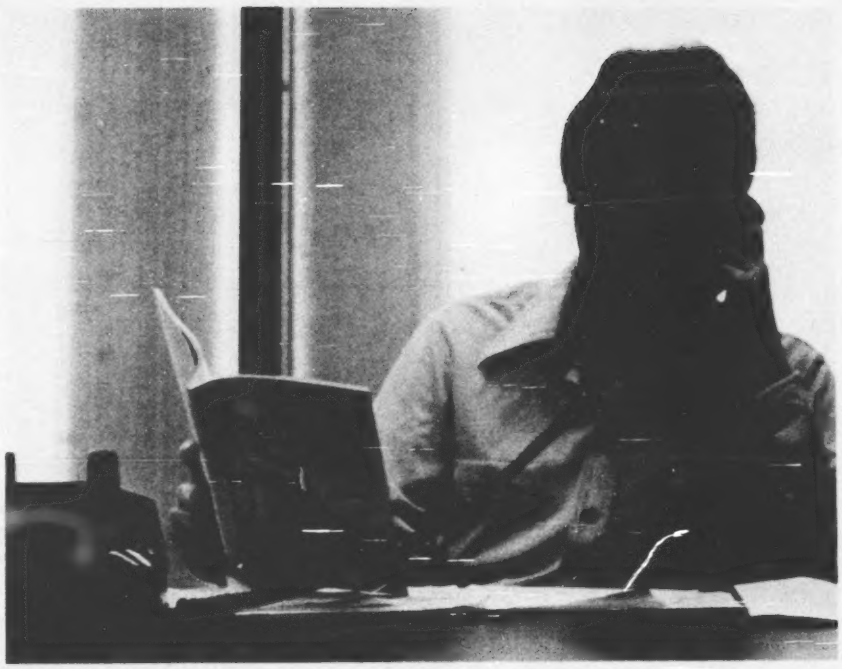
e. CS assisted the Aid-to-States Branch in securing needed inputs for reports to the Commissioner concerning P.L. 94-142.

Objective Four has been one of the most rewarding and contributory activities of Coordination Services. There are two main types of reporting documents: reports supporting the National Needs Assessments and program-related reports, particularly those identified by BEH/LRB staff and then assigned to CS for coordinated development.

National Needs Assessment processes, under the contract awarded to Educational Testing Service (ETS), Berkeley, have relied heavily on CS for coordinated implementation. Work with the National Needs Assessment goes back to pre-1974 when the National Center prepared NNA proposals for Bureau review. Out of this effort, a contract for the National Needs Assessment was awarded to Educational Testing Service, whose NNA plan placed significant fundamental emphasis on the model developed earlier at Ohio State University by NCEMMH. National Center CS staff assisted in preparing the RFP leading to the contract, and produced a technical memorandum to accompany the RFP; this memorandum required staff time, work which benefitted from staff experience and expertise and files accumulated earlier. The memorandum was essential to expedite National Needs Assessment progress by the Educational Testing Service. A second function by CS (with help from other network representatives) was to assist in coordinating personnel preparing questionnaires and to coordinate National Needs Assessment process and instrument review outside the Educational Testing Service.

CS is committed to coordinating preparation of a gudelines document that would assist regional NNA report writers, as they prepare their respective documents from ETS system outputs.

Numerous other program-specific documents have been prepared by CS to be responsibe to BEH/LRB needs. For example, an incidence/prevalance report was produced to replace certain demographic data items originally the responsibility of ARLCs under contract through RFP 74-8. This report provides a full set of carefully prepared population tables in the age ranges birth-five, 6-18, 19-21, used



NCEMMH Gives Technical Assistance to Developers

A legal assistant at the National Center talks about copyrighting to a developer seeking information about publishing an instructional material for handicapped learners. The *Developers' Guide*, from which he is quoting, was compiled and published by NCEMMH. It contains basic information on many matters related to publishing.

for BEH child-count and child-served surveys. Using incidence rates supplied by BEH, tables estimating prevalence were constructed according to states, regions, and the nation as a whole. Although such estimations are subject to full review by the special education community, and in spite of the procedural limitations under which the tables were assembled, it is interesting to note the correlation of national values in the report with prevalence estimates under P.L. 94-142.

A study of indirect cost was conducted to clarify precisely what is meant when the negotiated rate for project overhead is being discussed. That is, a local rate is established between the federal government and a field contractor. The rate is assumed to cover overhead expenses incurred by the sponsoring institution. However, the rate varies from contractor to contractor, and even within categories covered there is appreciable variance. Further, it was not until the study had been in process for several months that it became clear that Project Directors in the field had only limited awareness of what they actually received under their provincial rate(s). The indirect cost study pointed out the vagaries in direct comparison of two or more contractor's rates, and developed increased appreciation for what is actually covered by "overhead" costs. However, including a set of significant factors in the comparison model created a reasonably stable "index" of rate, which improves comparison measurably.

A third major reporting document category is guidelines. At various times it becomes advisable to coordinate field reporting, the purpose being to reduce Bureau staff time needed to monitor and assist individual contractors. To this end, CS has now produced guidelines for

NNA reporting, proposal writing, technical report writing, final report writing, and for contractor use in submitting products and equipment to BEH/LRB. Without exception, these guidelines are prepared with full involvement of appropriate Learning Resource Branch staff. As mentioned earlier, Coordination Services also devotes a major portion of its time to workscope elaboration. CS has completed extensive elaboration documentation of signal impact in the field. The combined (net) effect of guidelines and elaboration documentation has been to create a common ground for programmatic decision-making; i.e., the Bureau and all individual contractors can discuss "best practices" in common framework. Thus extensive evidence supports an assertion of significant program impact during the period September 1, 1974-August 31, 1977.

Coordination Services also fulfilled a role in the preparation of regulations for P.L. 94-142. Coordination Services was especially successful in obtaining field input for use by Bureau staff. During FY 1977, CS also coordinated production of a series of seventeen position papers for the Bureau. Under the editorship of Robert Heinich, Ph.D., Indiana University, these papers gave LRB staff and BEH managers refreshing insightful views of future directions available to the Bureau.

As a whole, documentation under Objective Four facilitated Bureau impact through clarification and common understanding of program mission. Program expectations could be stated in terms understandable by all involved parties; measurement of program progress became standard; monitoring by Project Officers in BEH/LRB became increasingly proficient. Taken together, when National Needs Assessment reports become available, the Bureau should capitalize on competencies and processes of existing regional contractors and the National Center to implement a responsive Learning Resource Centers Program.

Projections for the Future

It can no longer be questioned that externally coordinated field contractors are more productive than and realize impact levels beyond those expected from uncoordinated contractors. How external coordination is best applied (as opposed to internal coordination to individual contractors) is still subject to inquiry. Nevertheless, full Bureau support of State Education Agency attempts to comply with P.L. 94-142 mandates could come through external coordination of regional contractors who will have contractual obligations to provide exemplary support of State Education Agency attempts. A fine example of how Coordination Services could assist in effecting this exemplary support required is in the Full-Services Frame-of-Reference context. Little useable work preceded this joint effort to clarify what "Full Service" meant, under what aegis service was provided, who was charged with effecting service delivery, etc. There is little or no evidence (or justification) to support the contention that individual contractors should work out "models" with each State Education Agency. There is a common understanding of "Full Service." CS could contribute to clarification and subsequent documentation leading to more effective service delivery to the handicapped.

Coordination Services will be prepared to assume a continuing role in National Needs Assessment reporting. As the NNA reports are filed, it is reasonable to assume that phased-in NNA steps will follow, as suggested in the needs assessment RFP. CS is ready to assist BEH/LRB in promoting efficient and effective NNA implementation.

Coordination Services is fully prepared to continue to assist the Bureau in each of the four major areas of its current objectives. Considerable expertise has been developed which, collectively, has the potential for providing much-needed support to the Learning Resources Branch and its staff members. Through its coordinated regional structure, Coordination Services has full capacity to assist in promoting the national mission of the Bureau of Education for the Handicapped.

In future years, program continuity, the direct result of well-articulated predecessor programs, will start at a level unsurpassed previously and should continue at a level unattainable otherwise. Service delivery to state and local education agencies thus will be more responsive to their needs related to implementation of P.L. 94-142. In this context, there has been and will be greater program impact due to dissemination of "best practice" (exemplary models incorporating child-use instructional materials) followed by technical assistance to train local-level implementers.

Summary

The National Center on Educational Media and Materials for the Handicapped has functioned as a project of the Bureau of Education for the Handicapped to bring to reality Congressional intent to provide a comprehensive program of activites facilitating the use of new educational technology in programs for the handicapped. Only a few years ago, the general public seemed to have faith that federal efforts could improve conditions for the poor, for minorities, and for the handicapped. Recently, this faith has rapidly changed to an attitude of little confidence in federal programs. Against such a background of rapid change in attitude, the National Center has proved that such federally funded programs can succeed by developing a viable program of national support for regional, state, and local efforts for educating children with handicaps.

Today there are specialized materials for educating handicapped children that would not otherwise be available. There are standards and criteria for the selection and evaluation of instructional materials not heretofore established. Guidelines have been promulgated for the equitable portrayal of the handicapped in media and in instructional materials for the guidance of producers. Technical assistance is available that reduces wasteful and misdirected efforts on the part of materials developers who, though knowledgeable about the special education of the handicapped or educational technology, are unaware of the technicalities and legal problems entailed in the development, publication, and distribution of effective instructional materials. The likelihood of materials developed for handicapped children by special educators languishing on the shelves because of lack of expertise in publishing and marketing such materials has been reduced. The cooperation of numerous prominent publishers has been obtained for the contribution of instructional materials through the Publishers Compact to a national distribution center which makes available high cost low demand materials when needed at the local education agency level. Traditionally, many commercial publishers avoid instructional materials for the handicapped as potentially unprofitable. They consider the "thin market" to be too small, and consequently "low incidence needs" have often gone unmet because commercially distributed materials were unavailable. National Center efforts have helped counteract this attitude on the part of publishers. Federal assistance channeled through the Center has enabled many so-called thin market materials to become available for use by educators and handicapped learners who need them.

The National Center's National Instructional Materials Information System (NIMIS), the first national system of its kind, is a unique product of cooperation among contractors in the BEH Learning Resource Centers Program. Replacing numerous independent and uncoordinated information systems, NIMIS provides a single nationally coordinated system making effective use of the best of technology and information science, using nationally recognized standards and criteria for the processing and dissemination of information, and employing the expertise of a wide range of knowledgeable special educators. Through this system, parents, teachers, and other professional personnel have available to them sophisticated information services comparable to those available in business and industry and peerless in education and behavioral science. In addition to answering numerous specific inquiries from those who are concerned about the education of the handicapped, the Information Services component of the National Center has provided general information useful in the special education of the handicapped and previously unavailable through any other single source. Information Services, the National Instructional Materials Information System, and other service components of the National Center (often working with the Educational Resources Information Centers, including the ERIC Clearinghouse on Exceptional Children) have provided incomparable information and technical assistance services to improve the education of handicapped children.

Working directly with seventeen other agencies associated in the learning resource centers program and with numerous other agencies having similar goals and objectives, the National Center has facilitated the development of a coordinated program. Thus, uniform program accountability data are available on eighteen contracts with the Bureau of Education for the Handicapped for the Learning Resource Centers Program. Coordinated efforts among these agencies have been directed toward the development of instructional products for use by handicapped children and their teachers. Training and training materials for personnel who provide these services have been made available. Distribution plans have been made for those high cost, thin market materials elsewhere unavailable or inaccessible to those who need them. A single, coordinated, national system of providing information on instructional materials has been provided. These coordination services facilitate effective program implementation at countless local education agencies, through fifty-seven state education agencies with the

help of thirteen Area Learning Resource Centers and the five national projects which are known as Specialized Offices and the National Center on Educational Media and Materials for the Handicapped.

Changing needs and changing emphases at the Bureau of Education for the Handicapped are now calling for a decentralization of the multiple functions originally conceived for the National Center. Thus, Public Law 94-142 modifies the legislation establishing the National Center to call for National Centers rather than a single National Center. Having invested significant effort for half a decade in these areas of interest, The Ohio State University and particularly its Faculty for Exceptional Children in the College of Education aspire to continue to have a functional role in facilitating the use of new educational technology in educational programs for the handicapped.

Glossary

ACTS	Administration and Central Technical Services (area within NCEMMH)
ALRC	Area Learning Resource Center
BEH	Bureau of Education for the Handicapped
CORRC	Coordination Office for Regional Resource Centers
CS	Coordination Services (service area within NCEMMH)
DHEW	Department of Health, Education and Welfare
ETS	Educational Testing Service
IS	Information Services (service area within NCEMMH)
LEA	Local Education Agency
LRB	Learning Resources Branch, Bureau of Education for the Handicapped, Washington, D.C.
LRC	Learning Resource Center
LRCP	Learning Resource Centers Program (includes ALRCs, RRCs, SO's, CORRC, and NCEMMH)
MMT	Media, Materials, and Technology (service area within NCEMMH)
MSSD	Model Secondary School for the Deaf, Gallaudet College
NCEMMH	National Center on Educational Media and Materials for the Handicapped
NIE	National Institute of Education
NIMIS	National Instructional Materials Information System
NNA	National Needs Assessment
RRC	Regional Resource Center
SEA	State Education Agency
SEIMC	Special Education Instructional Materials Center
SO	Specialized Office
S1	Specialized Office for the Visually Impaired (Louisville, Kentucky)
S2	Specialized Office for the Deaf and Hard of Hearing (Lincoln, Nebraska)
S3	Specialized Office Three (Madison, Wisconsin)
S4	Specialized Office for Materials Distribution (Bloomington, Indiana)
SOMD	Specialized Office for Materials Distribution (Bloomington, Indiana)
USOE	United States Office of Education

National Advisory Board

The National Advisory Board, as its name implies, gives informed advice to the National Center on priorities, objectives, and activities so that the Center will be responsive to its legislated mandate to have a truly national program and clientele. In addition to attending semiannual meetings at the National Center, individual members frequently assist NCEMMH staff through visits, in correspondence, by telephone, at professional meetings, and in similar situations. The distinguished educators and laymen on the board give broad representation of groups concerned with handicapping conditions, such as state departments of education, other instructional centers for the handicapped, commercial producers of instructional materials, educators of teachers, teachers of handicapped learners, parent organizations, and information scientists.

Chairman

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Report to Congress:
National Center on Educational Media and Materials for the Handicapped, 1977

Publication No. NC-77.704

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) in cooperation with the national system of learning resource centers, professional associations, various other public and private agencies, and interested individuals provides a comprehensive program of activities to facilitate the use of new educational technology in instructional programs for handicapped persons. NCEMMH provides leadership and service in the development, design, and dissemination of learning resources that are effective for the handicapped.

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NOTICE

Recent changes in discretionary programs funded by the Bureau of Education for the Handicapped will soon be affecting the Area Learning Resource Centers, Specialized Offices, and NCEMMH program. As of September 1, 1977, these will be reconstituted into new or existing programs with a modification in NIMIS access procedures. In the interim, users are encouraged to utilize the resources of the present program. NCEMMH can provide updated information on these changes as it becomes available.